DOCUMENT RESUME

ED 248 957 PS 014 554

AUTHOR	Rothenberg, B. Annye; And Others
TITLE	Parentmaking: A Practical Handbook for Teaching Parent Classes about Babies and Toddlers. Revised Edition.
REPORT NO	ISBN-0-9604620-0-7
PUB DATE	83
NOTE	475p.; This work was supported from 1974-1980 by several grants from the Henry J. Kaiser Family Foundation.
AVAILABLE FROM	The Banster Press, 117 Pinon Drive., P.O. Box 7326F, Menlo Park, CA 94025 ($19.95, includes packaging and shipping on prepaid orders).
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Child Development; *Child Rearing; *Course Content; Educational Resources; Group Instruction; *Infants; *Parent Education; Parenting Skills; Program Implementation; Records (Forms); Teaching Guides; Teaching Methods; *Toddlers

ABSTRACT

This handbook is intended for anyone interested in developing and teaching parenting and childrearing classes to parents of children up to and including 3 years of age. Part One, chapters 1 through 9, offers an overview of how to become an effective group leader. Part One, chapter 10 explains the format in which specific childrearing information will be presented in the rest of the book. Subsequent sections concern teaching about children at various ages. Specifically, Part Two focuses on major topics of importance to parents of 1- to 6-month-olds; Part Three concerns topics for parents of 7- to 14-month-olds; Part Four describes topics for parents of 15- to 24-month-olds; and Part Five centers on topics for parents of 2- to 3-year-olds. Part Six concerns general topics of interest relating to the first 3 years of life. Each topic in the various sections contains background information on the subject and describes teaching materials and strategies. Part Seven provides appendices mentioning resources and including additional information and forms (such as reading lists, sample publicity and registration forms, parental interest forms, sample orientation forms and series outlines, and others). (RH)

****
*   Reproductions supplied by EDRS are the best that can be made   *
*   from the original document.   *
****

ED248957

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

● Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

PARENTMAKING

A PRACTICAL HANDBOOK FOR TEACHING PARENT CLASSES ABOUT BABIES AND TODDLERS

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

B. Annye Rothenberg

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

B. Annye Rothenberg, Ph.D.

Sandra Hitchcock · Mary Lou Harrison · Melinda Graham

FOREWORD BY T. BERRY BRAZELTON, M.D.

COMPLETE WITH HOMEWORK AND HANDOUTS FOR PARENTS

PS 014554

PARENTMAKING

A PRACTICAL HANDBOOK FOR TEACHING PARENT CLASSES ABOUT BABIES AND TODDLERS

B. Annye Rothenberg, Ph.D.
Sandra L. Hitchcock • Mary Lou S. Harrison • Melinda S. Graham

THE BANSTER PRESS
MENLO PARK, CALIFORNIA

Copyright © 1981 by The Banster Press

First Printing 1981
Second Printing 1983 Revised

All rights reserved. No part of this book may be reproduced, stored in a retrieval system, or transmitted in any form by an electronic, mechanical, photocopying, recording means or otherwise, without the prior written permission of the publisher, except in the case of brief quotations embodied in reviews and those pages especially marked with copyright information for use by parenting instructors in their classes.

Library of Congress Cataloging in Publication Data

Parentmaking: a practical handbook for teaching parent classes about babies and toddlers.

Includes bibliographies and index.
1. Parenting—Study and teaching—United States. 2. Infants—Care and hygiene—Study and teaching—United States. 3. Child development—Study and teaching—United States.
I. Rothenberg, B. Annye, 1940-
HQ755.7.P39 649'.1'07 81-66429
ISBN 0-9604620-0-7 (pbk.) AACR2

Editor: Carol Whiteley, Los Altos, California
Designer: Barbara Ravizza, Portola Valley, California
Illustrator: Sandra Spiedel, Palo Alto, California
Typesetter: WESType Publishing Services, Inc., Boulder, Colorado
Printer: Bookcrafters Inc., Chelsea, Michigan

This work was supported from 1974-1980 by several grants from the Henry J. Kaiser Family Foundation of Menlo Park, California.

Revenue from the sale of this handbook will be used for the continuing support of the Child Rearing Education and Counseling Program at the Children's Health Council in Palo Alto, California.

The Banster Press, 117 Pinon Drive, P.O. Box 7326, Menlo Park, California 94025

Printed in the United States of America

To the many parents
who strive to grow
and to their children,
who will surely benefit

A note to parenting educators and counselors:

Many of the pages in this handbook have been especially designed to be ready for duplication/copying so that you can easily use them with parents.

Most of these pages are homework and handouts although there are others as well. They are clearly marked with a two line identification at the bottom of each. As it says at the back of the title page, you have the publisher's in-advance blanket permission to use any of these pages in your classes or groups.

The Banster Press

Contents

Preface **xvii**
Foreword by Alan J. Rosenthal, M.D. **xxi**
Acknowledgments **xxiii**

PART ONE
DEVELOPING AND LEADING PARENTING CLASSES 1

1. **Meeting the Need for Child-Rearing Support and Guidance 3**

Support for a Challenging New Role **3**
A Comprehensive Child Rearing Education and Counseling Program **4**
Parent Development as well as Child Development **5**

2. **Deciding on the Structure and Preparing to Lead Groups 7**

Determining the Kind of Program to Establish **7**
Getting Ready to Lead **8**

3. **Establishing and Administering the Program 11**

Establishing an Affiliation **11**
Qualifications and Hiring Criteria for Staff Members **11**
Publicizing Your Program **13**
Handling Inquiries and Registration **14**
Expenses and Fees **15**

4. **The First Class 16**

Pre-Class Preparation **16**
An Orientation Class Format **17**
Post-Class Assessment **18**
Formulating a Series Outline **19**

5. **Ongoing Preparation and Evaluation 21**

Class Preparation **21**
The Weekly Evaluation **22**
Self-Preparation **22**

6. **Teaching Techniques to Aid in the Development of the Group 25**

Establishing Ground Rules **25**
Developing Good Discussions **26**
Looking at Your Leading Skills **28**
Solving Problems Concerning the Group **29**

7. **Including the Children 31**

The Children's Program **31**
The Playcarers' (Students') Program **32**
Parents' Observation of the Children **34**

8. **Classes for Fathers** 37

Pre-Class Preparation 37
A Class Format 37
Developing and Determining the Direction of Future Fathers' Classes 39

9. **Concluding a Series and Providing Further Support** 40

Evaluating Reactions to the Series 40
Continuing Group Support 40
Continuing Individual Support 41

10. **An Introduction to Parts Two–Six** 43

Background/Preparation

Goals to Work Toward in Presenting This Topic 43
Typical Parental Interests and Concerns About This Topic 44
Areas of Information You Will Need to Learn About to Teach This Topic 44
Family Dynamics—What This Topic Means Psychologically to Parent and Child 44
Sample Concern of Parents 44
Readings and Other Resources 45

Teaching/Presentation

Homework 45
Practical Suggestions or Strategies for Teaching This Topic 45
Mini-lecture and Lead-off Questions for Discussion 45
Additional Information for Parents 45
Handouts 45

PART TWO
TEACHING ABOUT YOUNG BABIES (1–6 months)[1] 47

1. **Crying and Schedules** 49

Background/Preparation

Goals to Work Toward in Presenting This Topic 49
Typical Parental Interests and Concerns About This Topic 49
Areas of Information You Will Need to Learn About to Teach This Topic 50
Family Dynamics—What This Topic Means Psychologically to Parent and Child 50
Sample Concern of Parents 50
Readings and Other Resources 51

Teaching/Presentation

Homework: Baby's Current Patterns 52, Baby's Crying 53
Practical Suggestions or Strategies for Teaching This Topic 54
Mini-lecture and Lead-off Questions for Discussion 54
Additional Information for Parents 56
Handout: Average Sleep Patterns in Babies 58

2. **Nutrition** 60

Background/Preparation

Goals to Work Toward in Presenting This Topic 60
Typical Parental Interests and Concerns About This Topic 60
Areas of Information You Will Need to Learn About to Teach This Topic 61
Family Dynamics—What This Topic Means Psychologically to Parent and Child 61
Sample Concern of Parents 61
Readings and Other Resources 62

Teaching/Presentation

Homework: Feeding and Nutrition 63
Practical Suggestions or Strategies for Teaching This Topic 62
Mini-lecture and Lead-off Questions for Discussion 64
Additional Information for Parents 67
Handout: Feeding and Nutrition 68

---

[1] In addition to the more age-specific topics listed in Parts Two through Five, many other important topics that are of interest to *all* of these age groups can be found in Part Six.

3. Play and Learning 75

Background/Preparation

Goals to Work Toward in Presenting This Topic 75
Typical Parental Interests and Concerns About This Topic 75
Areas of Information You Will Need to Learn About to Teach This Topic 76
Family Dynamics—What This Topic Means Psychologically to Parent and Child 76
Sample Concern of Parents 76
Readings and Other Resources 77

Teaching/Presentation

Homework: Playing - Learning - Exploring 78
Practical Suggestions or Strategies for Teaching This Topic 77
Mini-lecture and Lead-off Questions for Discussion 77
Additional Information for Parents 80
Handouts: Cognitive-Motor Development 83, Play and Learning 84

4. Adjusting to Parenting 87

Background/Preparation

Goals to Work Toward in Presenting This Topic 87
Typical Parental Interests and Concerns About This Topic 87
Areas of Information You Will Need to Learn About to Teach This Topic 87
Family Dynamics—What This Topic Means Psychologically to Parent and Child 88
Sample Concern of Parents 88
Readings and Other Resources 89

Teaching/Presentation

Homework: Adjusting to Parenting 90
Practical Suggestions or Strategies for Teaching This Topic 89
Mini-lecture and Lead-off Questions for Discussion 89
Additional Information for Parents 91
Handouts: A New Mother's Confessions of Ambivalence *by Nancy Kelton* 94, Reflections of a Father Who Became a Mother *by Reese Sarda* 96

5. Equipment 101

Background/Preparation

Goals to Work Toward in Presenting This Topic 101
Typical Parental Interests and Concerns About This Topic 101
Areas of Information You Will Need to Learn About to Teach This Topic 101
Family Dynamics—What This Topic Means Psychologically to Parent and Child 102
Sample Concern of Parents 102
Readings and Other Resources 102

Teaching/Presentation

Homework 102
Practical Suggestions or Strategies for Teaching This Topic 102
Mini-lecture and Lead-off Questions for Discussion 103
Additional Information for Parents 103
Handout: Equipment for Babies 104

6. Language Development 108

Background/Preparation

Goals to Work Toward in Presenting This Topic 108
Typical Parental Interests and Concerns About This Topic 108
Areas of Information You Will Need to Learn About to Teach This Topic 108
Family Dynamics—What This Topic Means Psychologically to Parent and Child 109
Sample Concern of Parents 109
Readings and Other Resources 109

Teaching/Presentation

Homework: Language Development 111
Practical Suggestions or Strategies for Teaching This Topic 110
Mini-lecture and Lead-off Questions for Discussion 110
Additional Information for Parents 113
Handouts: Language Development 114, Language Skills 115

7. **Social-Emotional Development** 117

Background/Preparation

Goals to Work Toward in Presenting This Topic 117
Typical Parental Interests and Concerns About This Topic 117
Areas of Information You Will Need to Learn About to Teach This Topic 117
Family Dynamics—What This Topic Means Psychologically to Parent and Child 118
Sample Concern of Parents 118
Readings and Other Resources 118

Teaching/Presentation

Homework: Social-Emotional Development 119
Practical Suggestions or Strategies for Teaching This Topic 120
Mini-lecture and Lead-off Questions for Discussion 120
Additional Information for Parents 123
Handout: Social-Emotional Development 125

PART THREE
TEACHING ABOUT OLDER BABIES (7–14 months) 127

---

1. **Limit Setting** 129

Background/Preparation

Goals to Work Toward in Presenting This Topic 129
Typical Parental Interests and Concerns About This Topic 129
Areas of Information You Will Need to Learn About to Teach This Topic 130
Family Dynamics—What This Topic Means Psychologically to Parent and Child 130
Sample Concern of Parents 131
Readings and Other Resources 131

Teaching/Presentation

Homework: Baby's Increasing Mobility 133
Practical Suggestions or Strategies for Teaching This Topic 132
Mini-lecture and Lead-off Questions for Discussion 132
Additional Information for Parents 134
Handout 136

2. **Social-Emotional Development** 137

Background/Preparation

Goals to Work Toward in Presenting This Topic 137
Typical Parental Interests and Concerns About This Topic 137
Areas of Information You Will Need to Learn About to Teach This Topic 138
Family Dynamics—What This Topic Means Psychologically to Parent and Child 138
Sample Concern of Parents 138
Readings and Other Resources 139

Teaching/Presentation

Homework: Social Development 141
Practical Suggestions or Strategies for Teaching This Topic 140
Mini-lecture and Lead-off Questions for Discussion 140
Additional Information for Parents 143
Handout: Social-Emotional Development 146

3. **Patterns and Schedules** 147

Background/Preparation

Goals to Work Toward in Presenting This Topic 147
Typical Parental Interests and Concerns About This Topic 147
Areas of Information You Will Need to Learn About to Teach This Topic 148
Family Dynamics—What This Topic Means Psychologically to Parent and Child 148
Sample Concern of Parents 148
Readings and Other Resources 149

Teaching/Presentation

Homework: Baby's Current Patterns 150
Practical Suggestions or Strategies for Teaching This Topic 149
Mini-lecture and Lead-off Questions for Discussion 152
Additional Information for Parents 152
Handout 153

4. Nutrition 154

Background/Preparation

Goals to Work Toward in Presenting This Topic 154
Typical Parental Interests and Concerns About This Topic 154
Areas of Information You Will Need to Learn About to Teach This Topic 155
Family Dynamics—What This Topic Means Psychologically to Parent and Child 155
Sample Concern of Parents 155
Readings and Other Resources 156

Teaching/Presentation

Homework: Feeding and Nutrition 157
Practical Suggestions or Strategies for Teaching This Topic 159
Mini-lecture and Lead-off Questions for Discussion 159
Additional Information for Parents 160
Handout: Feeding and Nutrition 162

5. Cognitive-Motor Development 164

Background/Preparation

Goals to Work Toward in Presenting This Topic 164
Typical Parental Interests and Concerns About This Topic 164
Areas of Information You Will Need to Learn About to Teach This Topic 165
Family Dynamics—What This Topic Means Psychologically to Parent and Child 165
Sample Concern of Parents 165
Readings and Other Resources 166

Teaching/Presentation

Homework 166
Practical Suggestions or Strategies for Teaching This Topic 166
Mini-lecture and Lead-off Questions for Discussion 166
Additional Information for Parents 167
Handout: Cognitive-Motor Development 168

6. Play and Learning 169

Background/Preparation

Goals to Work Toward in Presenting This Topic 169
Typical Parental Interests and Concerns About This Topic 169
Areas of Information You Will Need to Learn About to Teach This Topic 170
Family Dynamics—What This Topic Means Psychologically to Parent and Child 170
Sample Concern of Parents 170
Readings and Other Resources 171

Teaching/Presentation

Homework: Play and Learning 172
Practical Suggestions or Strategies for Teaching This Topic 171
Mini-lecture and Lead-off Questions for Discussion 173
Additional Information for Parents 174
Handout: Play and Learning 176

7. Language Development 178

Background/Preparation

Goals to Work Toward in Presenting This Topic 178
Typical Parental Interests and Concerns About This Topic 178
Areas of Information You Will Need to Learn About to Teach This Topic 178
Family Dynamics—What This Topic Means Psychologically to Parent and Child 179
Sample Concern of Parents 179
Readings and Other Resources 179

Teaching/Presentation

Homework: Language Development 181
Practical Suggestions or Strategies for Teaching This Topic 180
Mini-lecture and Lead-off Questions for Discussion 180
Additional Information for Parents 180
Handout: Language 184

PART FOUR
TEACHING ABOUT TODDLERS (15–24 months) 189

1. **Emotional Development 191**

Background/Preparation
Goals to Work Toward in Presenting This Topic **191**
Typical Parental Interests and Concerns About This Topic **191**
Areas of Information You Will Need to Learn About to Teach This Topic **192**
Family Dynamics—What This Topic Means Psychologically to Parent and Child **192**
Sample Concern of Parents **192**
Readings and Other Resources **193**

Teaching/Presentation
Homework: Emotional Development **194**
Practical Suggestions or Strategies for Teaching This Topic **193**
Mini-lecture and Lead-off Questions for Discussion **196**
Additional Information for Parents **197**
Handout: Emotional Development **200**

2. **Limit Setting 201**

Background/Preparation
Goals to Work Toward in Presenting This Topic **201**
Typical Parental Interests and Concerns About This Topic **201**
Areas of Information You Will Need to Learn About to Teach This Topic **202**
Family Dynamics—What This Topic Means Psychologically to Parent and Child **202**
Sample Concern of Parents **202**
Readings and Other Resources **203**

Teaching/Presentation
Homework: Discipline—Setting Limits **204**
Practical Suggestions or Strategies for Teaching This Topic **203**
Mini-lecture and Lead-off Questions for Discussion **207**
Additional Information for Parents **208**
Handout: Setting Limits **211**

3. **Eating Behavior 212**

Background/Preparation
Goals to Work Toward in Presenting This Topic **212**
Typical Parental Interests and Concerns About This Topic **212**
Areas of Information You Will Need to Learn About to Teach This Topic **212**
Family Dynamics—What This Topic Means Psychologically to Parent and Child **212**
Sample Concern of Parents **213**
Readings and Other Resources **213**

Teaching/Presentation
Homework **213**
Practical Suggestions or Strategies for Teaching This Topic **213**
Mini-lecture and Lead-off Questions for Discussion **214**
Additional Information for Parents **214**
Handout **214**

4. **Socializing Among Children 215**

Background/Preparation
Goals to Work Toward in Presenting This Topic **215**
Typical Parental Interests and Concerns About This Topic **215**
Areas of Information You Will Need to Learn About to Teach This Topic **216**
Family Dynamics—What This Topic Means Psychologically to Parent and Child **216**
Sample Concern of Parents **216**
Readings and Other Resources **217**

Teaching/Presentation
Homework: Socializing Among Toddlers **218**
Practical Suggestions or Strategies for Teaching This Topic **217**
Mini-lecture and Lead-off Questions for Discussion **219**
Additional Information for Parents **220**
Handout: Socializing Among Children **223**

5. **Play and Learning 225**

Background/Preparation

Goals to Work Toward in Presenting This Topic **225**
Typical Parental Interests and Concerns About This Topic **225**
Areas of Information You Will Need to Learn About to Teach This Topic **226**
Family Dynamics—What This Topic Means Psychologically to Parent and Child **226**
Sample Concern of Parents **226**
Readings and Other Resources **227**

Teaching/Presentation

Homework: Exploring, Playing, and Learning **228**
Practical Suggestions or Strategies for Teaching This Topic **227**
Mini-lecture and Lead-off Questions for Discussion **230**
Additional Information for Parents **230**
Handout: Play and Learning **234**

6. **Language Development 238**

Background/Preparation

Goals to Work Toward in Presenting This Topic **238**
Typical Parental Interests and Concerns About This Topic **238**
Areas of Information You Will Need to Learn About to Teach This Topic **239**
Family Dynamics—What This Topic Means Psychologically to Parent and Child **239**
Sample Concern of Parents **239**
Readings and Other Resources **240**

Teaching/Presentation

Homework: Language **241**
Practical Suggestions or Strategies for Teaching This Topic **240**
Mini-lecture and Lead-off Questions for Discussion **242**
Additional Information for Parents **242**
Handouts: Language **244**,
  Language Concerns **247**,
  Preschool Language **249**

TOILET TRAINING (See 2-3 year old section, pp. 312-317.)

PART FIVE
TEACHING ABOUT TWO-YEAR-OLDS (2–3 years) 253

1. **How Two-Year-Olds Think 255**

Background/Preparation

Goals to Work Toward in Presenting This Topic **255**
Typical Parental Interests and Concerns About This Topic **255**
Areas of Information You Will Need to Learn About to Teach This Topic **255**
Family Dynamics—What This Topic Means Psychologically to Parent and Child **256**
Sample Concern of Parents **256**
Readings and Other Resources **256**

Teaching/Presentation

Homework: Children's Thinking **258**
Practical Suggestions or Strategies for Teaching This Topic **257**
Mini-lecture and Lead-off Questions for Discussion **257**
Additional Information for Parents **259**
Handout: How Two-Year-Olds Think—What's Going On Inside? **260**

2. **Limit Setting 261**

Background/Preparation

Goals to Work Toward in Presenting This Topic **261**
Typical Parental Interests and Concerns About This Topic **261**
Areas of Information You Will Need to Learn About to Teach This Topic **262**
Family Dynamics—What This Topic Means Psychologically to Parent and Child **262**

Sample Concern of Parents **262**
Readings and Other Resources **263**

Teaching/Presentation

Homework: Discipline/Setting Limits **264**, Conflicts **266**
Practical Suggestions or Strategies for Teaching This Topic **263**
Mini-lecture and Lead-off Questions for Discussion **263**
Additional Information for Parents **268**
Handout: Setting Limits **270**

3. **Sleep, Fears, and Nightmares 271**

Background/Preparation

Goals to Work Toward in Presenting This Topic **271**
Typical Parental Interests and Concerns About This Topic **271**
Areas of Information You Will Need to Learn About to Teach This Topic **272**
Family Dynamics—What This Topic Means Psychologically to Parent and Child **272**
Sample Concern of Parents **272**
Readings and Other Resources **273**

Teaching/Presentation

Homework **273**
Practical Suggestions or Strategies for Teaching This Topic **273**
Mini-lecture and Lead-off Questions for Discussion **273**
Additional Information for Parents **274**
Handout **275**

4. **Nutrition 276**

Background/Preparation

Goals to Work Toward in Presenting This Topic **276**
Typical Parental Interests and Concerns About This Topic **276**
Areas of Information You Will Need to Learn About to Teach This Topic **277**
Family Dynamics—What This Topic Means Psychologically to Parent and Child **277**
Sample Concern of Parents **277**
Readings and Other Resources **278**

Teaching/Presentation

Homework **278**
Practical Suggestions or Strategies for Teaching This Topic **278**
Mini-lecture and Lead-off Questions for Discussion **279**
Additional Information for Parents **279**
Handout: Eating and Nutrition **281**

5. **Play and Learning 288**

Background/Preparation

Goals to Work Toward in Presenting This Topic **288**
Typical Parental Interests and Concerns About This Topic **288**
Areas of Information You Will Need to Learn About to Teach This Topic **288**
Family Dynamics—What This Topic Means Psychologically to Parent and Child **289**
Sample Concern of Parents **289**
Readings and Other Resources **289**

Teaching/Presentation

Homework: Exploring, Playing, and Learning **291**
Practical Suggestions or Strategies for Teaching This Topic **290**
Mini-lecture and Lead-off Questions for Discussion **290**
Additional Information for Parents **290**
Handout: Play and Learning **294**

LANGUAGE DEVELOPMENT (See 15-24 month old section, pp. 238-251.)

6. **Socializing Among Children 297**

Background/Preparation

Goals to Work Toward in Presenting This Topic **297**
Typical Parental Interests and Concerns About This Topic **297**
Areas of Information You Will Need to Learn About to Teach This Topic **298**
Family Dynamics—What This Topic Means Psychologically to Parent and Child **298**
Sample Concern of Parents **298**
Readings and Other Resources **298**

Teaching/Presentation

Homework: Socializing Among Children **300**
Practical Suggestions or Strategies for Teaching

This Topic **299**
Mini-lecture and Lead-off Questions for Discussion **299**
Additional Information for Parents **299**
Handout: Playing with other Children **301**

7. **Nursery Schools 303**

Background/Preparation

Goals to Work Toward in Presenting This Topic **303**
Typical Parental Interests and Concerns About This Topic **303**
Areas of Information You Will Need to Learn About to Teach This Topic **304**
Family Dynamics—What This Topic Means Psychologically to Parent and Child **304**
Sample Concern of Parents **304**
Readings and Other Resources **305**

Teaching/Presentation

Homework: Nursery School **306**
Practical Suggestions or Strategies for Teaching This Topic **305**
Mini-lecture and Lead-off Questions for Discussion **305**
Additional Information for Parents **308**
Handouts: Evaluation Checklist for Nursery Schools **309**, The First Days at School **311**

8. **Toilet Training 312**

Background/Preparation

Goals to Work Toward in Presenting This Topic **312**
Typical Parental Interests and Concerns About This Topic **312**
Areas of Information You Will Need to Learn About to Teach This Topic **313**
Family Dynamics—What This Topic Means Psychologically to Parent and Child **313**
Sample Concern of Parents **313**
Readings and Other Resources **314**

Teaching/Presentation

Homework **314**
Practical Suggestions or Strategies for Teaching This Topic **314**
Mini-lecture and Lead-off Questions for Discussion **315**
Additional Information for Parents **315**
Handout **317**

PART SIX
TEACHING ABOUT ONE-MONTH TO THREE-YEAR-OLDS AND THEIR FAMILIES 319

1. **Sickness and Safety 321**

Background/Preparation

Goals to Work Toward in Presenting This Topic **321**
Typical Parental Interests and Concerns About This Topic **321**
Areas of Information You Will Need to Learn About to Teach This Topic **322**
Family Dynamics—What This Topic Means Psychologically to Parent and Child **322**
Sample Concern of Parents **322**
Readings and Other Resources **323**

Teaching/Presentation

Homework: Sickness and Safety **324**
Practical Suggestions or Strategies for Teaching This Topic **323**
Mini-lecture and Lead-off Questions for Discussion **323**
Additional Information for Parents **326**
Handouts: Some Notes on Handling Sickness **328**, Safe-proofing Your Home for Children **330**, Safety Equipment **333**

2. **Temperament and Individual Differences 336**

Background/Preparation

Goals to Work Toward in Presenting This Topic **336**
Typical Parental Interests and Concerns About This Topic **336**
Areas of Information You Will Need to Learn About to Teach This Topic **337**

Family Dynamics—What This Topic Means Psychologically to Parent and Child **337**
Sample Concern of Parents **337**
Readings and Other Resources **338**

Teaching/Presentation

Homework: Observation on Individual Differences **339**
Practical Suggestions or Strategies for Teaching This Topic **338**
Mini-lecture and Lead-off Questions for Discussion **338**
Additional Information for Parents **342**
Handout: Temperament and Individual Differences **344**

3. **Family Size 348**

Background/Preparation

Goals to Work Toward in Presenting This Topic **348**
Typical Parental Interests and Concerns About This Topic **348**
Areas of Information You Will Need to Learn About to Teach This Topic **348**
Family Dynamics—What This Topic Means Psychologically to Parent and Child **349**
Sample Concern of Parents **349**
Readings and Other Resources **350**

Teaching/Presentation

Homework **350**
Practical Suggestions or Strategies for Teaching This Topic **350**
Mini-lecture and Lead-off Questions for Discussion **351**
Additional Information for Parents **352**
Handouts: Considerations About the Spacing of Your Children **353**, Why Have More Than One? *by Anne Roiphe* **354**

4. **New Babies and Sibling Rivalry 358**

Background/Preparation

Goals to Work Toward in Presenting This Topic **358**
Typical Parental Interests and Concerns About This Topic **358**
Areas of Information You Will Need to Learn About to Teach This Topic **359**
Family Dynamics—What This Topic Means Psychologically to Parent and Child **359**
Sample Concern of Parents **359**
Readings and Other Resources **360**

Teaching/Presentation

Homework **360**
Practical Suggestions or Strategies for Teaching This Topic **360**
Mini-lecture and Lead-off Questions for Discussion **361**
Additional Information for Parents **361**
Handout **362**

5. **Baby-Sitters and Returning to Work 363**

Background/Preparation

Goals to Work Toward in Presenting This Topic **363**
Typical Parental Interests and Concerns About This Topic **363**
Areas of Information You Will Need to Learn About to Teach This Topic **364**
Family Dynamics—What This Topic Means Psychologically to Parent and Child **364**
Sample Concern of Parents **364**
Readings and Other Resources **365**

Teaching/Presentation

Homework: Baby-Sitters **366**
Practical Suggestions or Strategies for Teaching This Topic **365**
Mini-lecture and Lead-off Questions for Discussion **367**
Additional Information for Parents **367**
Handout: Baby-Sitters **371**

6. **Meeting Your Own Needs 374**

Background/Preparation

Goals to Work Toward in Presenting This Topic **374**
Typical Parental Interests and Concerns About This Topic **374**
Areas of Information You Will Need to Learn About to Teach This Topic **374**
Family Dynamics—What This Topic Means Psychologically to Parent and Child **375**
Sample Concern of Parents **375**
Readings and Other Resources **375**

Teaching/Presentation

Homework: Feelings and Needs of Parents **377**, Feelings and Needs of Mothers **380**
Practical Suggestions or Strategies for Teaching This Topic **376**
Mini-lecture and Lead-off Questions for Discussion **376**
Additional Information for Parents **376**
Handout: Getting to Know You *by Suzanne Massie* **384**

7. **Husband-Wife Relationships 387**

Background/Preparation

Goals to Work Toward in Presenting This Topic **387**
Typical Parental Interests and Concerns About This Topic **387**
Areas of Information You Will Need to Learn About to Teach This Topic **388**
Family Dynamics—What This Topic Means Psychologically to Parent and Child **388**
Sample Concern of Parents **388**
Readings and Other Resources **389**

Teaching/Presentation

Homework: Parenting and Family Relationships **390**, Feelings and Needs of Parents **377**
Practical Suggestions or Strategies for Teaching This Topic **389**
Mini-lecture and Lead-off Questions for Discussion **391**
Additional Information for Parents **392**
Handouts: Why Fathers Get Jealous *by Jean S. Gochros* **393**, Men and Women May Speak Different Languages *by Constance Rosenblum* **396**

8. **Community Resources 398**

9. **Reading Lists (for parents) 399**

Handouts: 1-6 months **400**, 7-14 months **402**, 15-24 months **404**, 2-3 years **406**

PART SEVEN
APPENDICES: RESOURCES, INFORMATION, AND FORMS 409

A. **Readings and Other Information for Instructors 411**

Books for General Teaching Preparation **411**
Books About Nutrition **412**
Books About Safety and Illness **412**
Books About Language **412**
Books About Play Groups and Nursery Schools **412**
Books About Play **412**
Reviews **413**
Magazine Reprints **413**
Books About Theory and Research **413**
Magazines **413**
Journals **413**
Child Development Monthlies **413**
Book Clubs **413**
Organizations Involving Child-Rearing Educators and Education **413**

B. **Sample Publicity and Registration Forms 414**

Boxed Display Ad to Advertise for Instructors **414**
Newspaper Publicity Article **414**
Informational Flyer for Parents **415**
Initial Information Request Form **416**
Guidelines for Answering Telephone Inquiries **416**
Cover Letter for Registration Form **417**
Registration Form **418**
Sample Policy Statement for Program Registration **418**
Confirmation Letter and Attachments: Current Concerns and Parent's Interests Forms (for all age groups) **419**

C. Sample Orientation Forms and Series Outlines 429

General Information Form 429
"Welcome to Our Child-Rearing Series" Form 430
Sample Series Outlines (all age groups) 430

D. Sample Class Forms 434

Class Session Outline 434
Homework Assignment 435

E. Sample Parent Guide 436

Problem-solving Guide 436

F. Sample Playcare Forms 439

Guidelines for Parents about Playcare 439
Objectives for Students 440
Information for Playcarers 440
Series Curriculum for Playcarers 442
Possible Observations for Playcarers 442
Student Observation Forms 444
Evaluating Playcarers 449
Parents' Observations of Playcare 451

G. Sample Evaluation Form 453

Series Evaluation 453

Index 455

About the Authors 461

Preface

Parenting for each of us has been what it is for most people—a uniquely personal yet universal mixture of experiences and feelings. Being a parent has also been *more* difficult than any of us would have predicted. In those early months and years after our children were born, we each discovered that the kinds of information and support that we needed as new parents were not readily available.

We wondered why it was so difficult to find answers to the questions we had about the many details of child rearing that are the reality of the new parent's life. We waded through the reams of information about the "average" baby, but we could never quite find our own very real children amidst the theories, graphs, and advice. As we looked for support, we realized that our problems and needs were not unique to us as individuals, but were affecting new parents in every part of the country. We wondered why parenting seemed more difficult today than it was for our parents and grandparents.

The answer seems to lie in the sweeping cultural changes (in values, standards, and life styles) that have occurred in our society during the last few decades. Although these changes have promoted individual growth and more freedom of choice for both men and women, they have also resulted in more conflict and uncertainty for parents.

In the past, the extended family provided more of the child-rearing information, philosophy, and support new parents needed. Child-care responsibilities were shared among family members, and parental roles followed traditional lines. There was greater consistency of thought and a natural assumption of responsibilities.

Society is far different today. Families now are often spread out across the country, isolating the new family unit from the support and resources the extended family once provided. Neighbors and friends are often busy with careers and may live in the same area for only a short time. Though there are a tremendous number of books and articles offering child-rearing advice now on the market, their advice often conflicts and their impersonal, general tone cannot hope to speak to the individual values, feelings, and traditions that each new parent brings to his or her child rearing.

Having children, too, is neither the cultural necessity nor the social imperative it once was; it is now a matter of choice. If a couple does decide to have a child, however, they seem determined to learn the "right way" to have and raise one. In many ways, parents today seem more worried about their parenting than past generations. Their concerns about how serious a child's problem is, the difficult feelings they experience when leaving their child with a baby-sitter, their inability to comfortably say "no" to their child all seem to be related to a lack of confidence brought on by their being without ties to a family of traditions that work. Many pressures—including financial ones and the faster pace of life—make it almost impossible to do the job of parenting well.

Buffeted by the many choices in their lives, by the variations in philosophies and standards from family to family, and by the loss of "traditional" role models in the extended family, more parents than ever before are asking for better, more consistent, and more realistic child-rearing guidance and information. It is these parents' underlying belief that early education in parenting/child-rearing skills can have a significant positive effect on both present and future family life and on their child's healthy behavior and emotional development.

In the early 1970s, the Director and Board of the Children's Health Council in Palo Alto, California, provided us an opportunity to develop a program that would meet the needs of new parents. Primarily through classes oriented toward information and support, as well as through a telephone "warm-line" service for immediate access to help with parenting concerns and through individual counseling about normal child-rearing problems, this program provides education and emotional support for parents of children from one month to preschool age.

The primary focus of the Child Rearing Education and Counseling program has been the development of a series of classes for parents of young babies, older babies, one-year-olds, and two-year-olds. Each series offers group education and support in the area of child and family development, and integrates both practical and theoretical information, combining traditional instruction with group techniques of problem solving. Thomas, Chess, and Birch's studies on individual differences in temperament, Brazelton's practical, supportive advice to parents, Fraiberg's focus on the child's point of view, and Brigg's theories of self-esteem provide the framework from which the instructors teach, support, and reinforce parenting skills. This eclectic approach ensures our ability to speak to the needs of individual parents and children and provides a forum where parents can share common concerns and experiences. Each series of classes has been taught quarterly since 1973 and has been continually revised through parent evaluations and feedback. Class lecture, homework, and handout material is also updated on an ongoing basis to include new information relating to child development and family growth. The program has taught more than 1000 families, and achieved a very positive image in the community. A recent comprehensive three-year longitudinal study reported the program's continued effectiveness for families who participated in the classes in comparison to a group of matched control families who did not.

Since the early 1970s, the national interest in parenting groups and classes has continued to mushroom. More communities than ever before now have classes for parents. During the ten years of our program's existence, we have frequently been asked to teach others who would like to teach parents. To broaden our knowledge, we have visited many other parenting classes and learned about still others, and have come to realize that although the goals of most parenting classes are similar to each other, the classes differ greatly in what and how information is taught. The parenting instructors we visited often did not have time to thoroughly investigate all the areas they needed for their teaching; if they did have time, they frequently didn't know where to look. Clearly there was a need for a curriculum or training for parenting class leaders. The problem was to take the developed body of knowledge in child and family development and organize it for teaching.

This handbook has been written to begin to solve that problem and fill that need. It is time to begin to develop a greater consistency among parenting instructors in what and how we teach in our parenting classes. It is also hoped that this greater consistency will encourage a better and more complementary working relationship between parenting educators and pediatricians, much as the relationship between childbirth educators and obstetrician-gynecologists has developed.

Since the beginning, this program has provided services primarily for middle to upper income level two-parent families, many of which have part-time working mothers. Family structure has and continues to become increasingly diverse with many more single-parent families, blended families, and increasing numbers of working mothers. This greater diversity of family structure is found in the parents that currently attend our classes. We have seen that the child-rearing and parenting information in this handbook is quite relevant and of interest to all of these parents as well. However, the framework presented in this handbook may need to be modified somewhat for use in parenting programs that are structured or focused on somewhat different parental groups or needs.

This handbook is for everyone—both novice and experienced—who is interested in developing and teaching parenting/child-rearing classes to parents of newborns to three-year-olds. (It can also be of great use to day care center and nursery school teachers, pediatric, obstetric, and public health nurses, pediatricians, childbirth educators, parental stress hotline or talk line volunteers, mental health clinic staff, and the many other people who work with parents who want guidance in raising their babies and toddlers; it also, of course, can be of direct value to parents.) It is hoped that the handbook will provide support and training for you, and help you more easily and more thoroughly prepare and lead your classes. Beyond this, the handbook can be a useful source for encouraging better parental guidance.

How to Use This Book

With a book of this length, it can be difficult to get right to the specific part you're looking for. The Table of Contents and the Index are quite detailed and should make this search easier. The following information can further guide you in an overall approach to using this handbook.

Part One, Chapters 1 through 9, are the sections you should read **first** for understanding how to become an organized and effective parenting group leader. Its related Appendices (A-G) provide sample forms, resources, and further information helpful to the development and leading of parenting classes.

The last chapter in Part One, 10, provides the **key** to the rest of the book. It explains the format in which the specific child-rearing information for each topic is presented. All the following chapters in Parts Two through Five provide the preparation and presentation material for you to use in teaching the topics to the four specific age groups. The chapters in Part Six provide information on additional topics of interest to *all* of these age groups.

B. A. R.
M. S. G.

Foreword

Our daughter was born over two years ago, and one of our many decisions during those hectic days was to register for the Child Rearing Education and Counseling Program at the Children's Health Council in Palo Alto. We were educated, concerned parents, but we were *new* parents. We felt alone and uncertain. Our families lived on the East Coast. We had friends, but no one to provide the support, the information, the practical answers from an experienced but broad perspective. And we had many questions—about holding the baby, crying, nutrition, naps, the baby's needs, our own needs. We found we were not alone. Increasing numbers of new parents feel the same confusion, uncertainty and isolation. We met many of these parents at the CHC's Child Rearing Classes. We shared, we supported, we discussed all these issues and more. We were given information, theoretical and practical; our concerns were addressed, as individuals and as a group. This experience made a difference for us and for our daughter. We felt more confident as parents, more confident as a family, and clearer about the directions we wished to pursue. We met other new families, and developed friendships and mutually supportive relationships that we still enjoy.

The CHC's Child Rearing Program has helped over 1000 such new families. It began ten years ago when a few CHC staff members began a series of meetings to address a complicated and controversial question: Could a clinical agency that treated emotionally disturbed children and families develop a program to "prevent" emotional problems? Could we provide meaningful services that would help and support "normal" families in their own development as individuals and as a unit? Not surprisingly, the personal experience each of us had at times of stress in our own lives began to direct our discussion. And it was not long before we could identify the common thread of personal stress that most of us shared: parenthood. The joys that we had with our infants and young children, we recalled, were tempered with feelings of confusion, lack of confidence, inadequate information, isolation, fears of doing or not doing something, and many others. While our clinical experience reminded us that interactions between parents and their infants and young children were of crucial importance in a child's development, it was from our own personal memories and needs as new parents that we envisioned a program that would support others through those first wonderful, frightening, and critical years of parenthood.

Annye Rothenberg quickly emerged as the natural leader of our small group. With a background in developmental and clinical psychology, research experience in child development, and a wife and mother herself, Annye had long been active in parenting concerns, professionally and personally. Her clinical specialty at the Children's Health Council involved work with infants and young children and their parents. She was instrumental in developing parent support groups, children's play groups, and young children's recreational facilities in her community. And it was Annye's devotion, commitment, and perseverance that finally resulted in our "Child Rearing Education and Counseling" program.

Annye recognized that parenting skills were not necessarily innate. She understood that one of the most critical tasks of our social order—child rearing—required learning, practice, and support. She devoted herself to developing these services, with the goals of enhancing parent-child interaction, child development, and preventing future emotional and family interactional problems. Her significant efforts resulted in a primary prevention mental health program, noteworthy in the thoroughness of its development; in its acceptance both within a clinical agency and in the greater community; in its stability and support; and in its achievements and success. Its reception by the professional community and by the public has been beyond our expectations. It has contributed to the growing body of literature assessing the values of preventive mental health services with a three year outcome study, using a matched control group, and demonstrating the benefits of these program services. This Handbook, in part, reflects this achievement.

But developing and implementing our Child Rearing Program was soon to become only the "first step." In response to growing requests for instruction in leading new parent groups, and in the absence of any formal or recognized training program for child rearing instructors, the authors produced this Handbook, and along with current staff, training curriculum and workshop series for leaders of parenting groups. This effort goes well beyond a successful parenting program or providing beneficial mental health services. It is an important contribution to the development of a standardized, quality controlled, and eventually regulated course of instruction and training for the rapidly growing field of parent education and counseling. This preventive program, with its training component and Handbook, can serve as a model for the development of similar service and training programs elsewhere.

We recognized that establishing preventive mental health services—our Child Rearing Program for "normal" families—would not occur without some difficulties. But the difficulties we encountered appear to reflect our society's non-preventive orientation in general. While professionals have espoused the values of preventive mental health measures for well over 100 years, it has been only in the past fifteen years that such programs have been implemented. Until recent years, we have had few incentives to stay healthy or prevent illness: insurance pays us when we are sick; medical care is, for the most part, organized around treating illness, not preventing it; the myth abounds that health, like child rearing, is a natural endowment, and requires little or no personal effort. Pediatric practice emphasizes public health approaches for babies; but while our society pays lip service to the importance of children and childhood as an investment in our future, services for children are of lower priority when program funds are distributed. Critical questions are posed. Of what value are preventive mental health services? Do they "make a difference?" What, if anything, do they prevent? Evidence is scanty to "prove" their effectiveness; funding is tenuous at best; priorities are set elsewhere, particularly when services for children are considered.

The past decade, however, has seen increasing movement and effort to promote positive health and prevent physical and emotional distress. We hope that child rearing or parenting programs will join the growing list of medical, personal, and social programs that includes preparation for childbirth, dietary and physical activity programs, family planning, marital communication workshops, preventive services for populations "at risk," and concerns over food additives, allergies, environmental pollutants, and other practices potentially harmful to our health. These activities emphasize the need for personal effort and commitment to maintain positive health for ourselves and our children. We are optimistic that this movement for the development of medically and socially responsible programs in public health and primary prevention will continue, and that services and training in child rearing education and counseling will be significant among them.

Our daughter is three and a half years old now. We are enrolled in our fifth Child Rearing class series. We hope that with such contributions as this program and this Handbook, countless more parents and children will know the assistance, the support, the confidence that we have known. It *has* made a difference for us!

ALAN J. ROSENTHAL, M.D.
Director, Children's Health Council

Acknowledgments

So many people have contributed to the development of this book that we would like to say a collective thank you to all the incredibly talented and generous people of the San Francisco mid-Peninsula area who have been involved in this project—especially those who go unmentioned in the following acknowledgments.

We are very grateful to the Children's Health Council, Palo Alto, California—its Board of Directors and its staff—for providing a caring environment in which the Child Rearing Program has been able to grow and flourish. This caring attitude toward children and parents is continually reflected in the work of the agency.

We especially want to thank Dr. Alan J. Rosenthal, child psychiatrist, Director of the Children's Health Council, and Clinical Associate Professor of Psychiatry at Stanford University Medical School. His strong interest and commitment to "primary prevention" in new families has enabled the Child Rearing Program to be developed to its fullest; his encouragement throughout the years has allowed the program to continue and to expand, and has enabled the idea for this book to become a reality.

We are greatly indebted to the Henry J. Kaiser Family Foundation of Menlo Park, whose generous support and interest in the Child Rearing Program and this book have been important as well as very much appreciated.

The very talented editor of this book, Carol Whiteley, worked tirelessly and with incredibly good humor—writing and rewriting a very hard-to-work-with manuscript. Its readable style is a tribute to her skill, which we marvel at and are deeply indebted for.

The typing of this manuscript was done in many long, after-hours sessions by two of the most patient, competent, and persevering people we have known—Cheryl Gorewitz and Joan Wolfe. We thank them both for a wonderful job.

The fine design of this book and many related "above and beyond" consultative hours were provided by a very talented and generous person, Barbara Ravizza.

We are grateful for the contributions to the early development of the homework and handout materials made by several of our colleagues at CHC—Bonnie White, Bob Scott, Melissa Mueller, Polly Bredt, Ron Chicoine, Gayle Schoenstein, and most especially, Sylvia Woolpert.

Our knowledgeable and always available colleague in pediatric nutrition at Stanford University Medical Center, JoAnn Hattner, has taught us much about nutrition over the years and reviewed the sections in this book that deal with infant nutrition. We thank her for all her help.

We are also grateful to the first author's husband, Steve Rothenberg, for his overall planning assistance and many consultations concerning the development of this book, and for the generous use of the word processing facilities of Rothenberg Information Systems, Inc.

We also want to thank Dr. Ann Piestrup, educational psychologist and participating parent in our program, and Dr. Dorothea Ross, psychologist and member of the CHC's professional advisory committee, both of whom—with their wonderfully clear and sharp thinking—helped us whenever we bogged down, from the earliest formulation of the outline for this book through the last detail of publication.

We wish to thank Boyce Nute, member of the Children's Health Council Board and President of Mayfield Publishing Company, who has provided a great deal of valuable advice in many aspects of the production of this book.

Gratitude is also expressed to other of our colleagues—Joy Simon, Harry Hartzell, M.D., Shirley Radl, and Tom Tobey—for their helpful reviews and encouraging comments.

Our illustrator, Sandra Spiedel, has made a major contribution in her own skilled way to this book as have Tom Wurster of Bookcrafters, Inc., and Rolla Rieder of WESType Publishing Services. We are also indebted to Mark Kinnaman for proofreading and checking references and to Betty Peluffo for typing earlier drafts.

The many mothers and fathers who have participated in our parenting classes and whose child rearing and family development we have shared over the years will always be important to us, and it has meant a great deal to each of us to know them.

We also want to express our gratitude to our own parents who have—across the miles—encouraged us as always: (the late) Sam and Fannie Bross, Lloyd and Lorraine Nelson, Bill and Mary Jane Simmermacher, and Robert and Madelyn Strouse.

Lastly, we thank our husbands: Steve Rothenberg, Art Hitchcock, Doug Harrison, and Alex Graham, for so much caring and for not getting *too* upset about our tense and preoccupied days; and our children: Bret Rothenberg, Peter and Nicole Hitchcock, Daryl Harrison, and Erin and Meredith Graham, who were always forgiving and now will be getting their mothers back.

part one

DEVELOPING AND LEADING PARENTING CLASSES

1

MEETING THE NEED FOR CHILD-REARING SUPPORT AND GUIDANCE

Being a parent can be one of the most rewarding experiences of a lifetime. Most parents-to-be look forward with great anticipation to sharing the happy times, the new experiences, the enriched life they believe parenthood will bring. As the birth of their child draws near, they are eager, though somewhat uncertain, about beginning their long-awaited adventure.

With the birth of their baby, many parents—even those who have prepared themselves with relevant courses and information—discover that parenthood is quite different from the experience they expected. Parenting skills, they felt would blossom, need to be learned. Fatigue and pressure to meet their baby's many needs sometimes result in resentment, depression, feelings of incompetence, anger. With no on-the-job training or guidance available for their very challenging new role, parents can find the transition and adjustment to parenting an overwhelming experience.[1] The wide range of choices for today's role as parent can further increase new parents' uncertainty.

Support for a Challenging New Role

As new parents begin to search for help in clarifying and dealing with their roles, feelings, and responsibilities, the pediatrician is often the first person they turn to. Most pediatricians expect to discuss these as well as the many other child rearing and development issues with parents. But a simple discussion may not be adequate, and if the pediatrician has many patients requiring intensive medical care, he or she may not be able to offer the kind of involvement and support some parents want. Even when a pediatrician is able to help, many issues, such as how parents feel when their baby is unhappy or when to begin weaning, cannot always be answered with a statement of fact. Such issues need further thought and perspective, and parents feel the need to gain that perspective by sharing feelings, concerns, and advice with other parents. New parents need to feel that they are not alone, not the only ones who are worried or angry, not the only ones with a child behaving in a way that was not expected. They need the same assurance and emotional support they received when they participated in prepared childbirth classes and other pre-natal activities.

Friends and neighbors who are parents *can* be of assistance by listening, answering questions, and offering support. Similarly, grandparents and other relatives can be good sources of advice and aid, but if they are at a distance geographically or emotionally, they cannot be of much help. Child-rearing books can also be very helpful—up to a point. Most parents usually feel the need to reach beyond the printed page for personal contact with others going through similar experiences. Such personal contact makes a much more vital and lasting impression than any book.

---

[1] For a more extensive discussion of the impact of parenthood, see Angela McBride, *The Growth and Development of Mothers*; Virginia Barber and Merrill Maguire Skaggs, *The Motherperson*; Mary L. Rozdilsky and Barbara Banet, *What Now?*; Elly Rakowitz and Gloria Rubin, *Living With Your New Baby*; Ellen Galinsky, *Between Generations*; and Randy M. Wolfson and Virginia DeLuca, *Couples with Children*.

Out of their need for some form of personal support for their child-rearing concerns, today's more vocal parents—generally those with a positive attitude toward education—are asking for new-parent groups and classes. They want these groups to explore where they and their children stand in relation to other families; they want the classes to help them establish some basic practical approaches they can use in their child rearing; they want to share in these groups their incredibly strong feelings about themselves and their children; they want to find help with specific problems they are currently experiencing; and they want professional feedback about their child's development and their own as parents.

A Comprehensive Child-Rearing Education and Counseling Program

In an attempt to better meet the needs of new parents, the Children's Health Council[2] (CHC) of Palo Alto, California, developed a program of primary prevention, the Child Rearing Education and Counseling Program. Begun in 1973, the program focuses most of its resources on helping parents, particularly mothers, learn about and deal with the first three years of their child's life—newborn to preschool age—because experience and studies have shown that most parents develop their approach to child rearing and have the greatest influence on their child during these first three to five years. The premise of the program is that a parent's participation in it helps to prevent the development of emotional and, possibly, learning problems in his or her children.[3] As part of this goal of prevention, the program aims to help new parents in a number of ways:

Understand and Develop Their Role. Gain a realistic picture of their parenting role; adjust to being parents; help learn how to best satisfy their child's needs as well as their own.

Obtain Information. Find a source of basic information about their child's current and future development; become aware of established developmental norms with which to evaluate their child's progress.

Understand the Meaning of Their Child's Behavior. Learn to observe and interpret their child's actions; develop the ability to see things from their child's point of view.

Understand Parent-Child Interaction. See more clearly their effect on their child and his or her effect on them; become more relaxed and comfortable with their child.

Share. Discuss questions, concerns, and opinions openly within a group; recognize that each person is important to a group.

Formulate a Comfortable Style. Recognize and change aspects of their child-rearing style that do not satisfy them.

Establish a Philosophy. Develop a realistic, effective child-rearing philosophy; gain skills, confidence, and pride in their parenting role.

The CHC program consists of child-rearing classes, a telephone "warm-line" through which parents can obtain information or counsel on specific problem areas, and child-rearing conferences in which families can discuss in detail their normal child-rearing concerns. It is the child-rearing classes that are the major focus of this book. (The two ancillary services, however, are discussed in Part I: 9.) The program is staffed by instructors—who are also parents themselves—trained in group leadership techniques and knowledgeable about child rearing and family growth concerns. The methods and philosophy that are the foundations of this program were developed from a wide ranging exploration of many approaches for helping parents. They represent what we have found to work the best.[4] Naturally, changes will continue to evolve in methods over a period of time.

---

[2] The Children's Health Council is a private non-profit agency providing diagnostic and treatment services to children with emotional, learning, language and motor disabilities and counseling to their families.

[3] An extensive three-year longitudinal study of the program described in this book comparing those parents who took child-rearing classes with parents who did not will be published in the near future. Results to date show noticeable differences in favor of those who have taken child-rearing classes. We are very grateful to the S. H. Cowell Foundation of San Francisco for their generous support of this evaluation study.

Parent Development as well as Child Development

The philosophy behind the child-rearing program is that the development of the parent as well as the child is important to family contentment and growth and that education can help families in the pursuit of that goal. Experience has shown that the major problems confronting parents are insufficient self-confidence, which prevents appropriate limit setting; insufficient knowledge of children's development and needs; lack of awareness of their own needs and ways to satisfy them; and the resulting difficult feelings such as anger and guilt. The program strives to help parents in these areas by stressing the following ideas:

Today's emphasis on children's needs is very great. Parents often feel they must let their child take the lead on all kinds of issues, many of which the child is often unable to handle. (For example, should a two-year-old be allowed to decide his own bed time?) When a child is given the lead before he's capable of handling it, parents' needs are being disregarded. It is then quite easy for parents to get irritable with their children and, eventually, with themselves as parents.

Parents need help in analyzing and learning to satisfy their own needs. They could benefit from encouragement to think in terms of what *they* can handle emotionally, as well as what seems best for their child. If a mother must leave her child with a sitter three hours a day to take care of her own needs—exercise, "alone" time, social life, intellectual growth, or whatever—she will be a much better care-giver and more satisfied person because she has taken time to nurture herself.

Parents can use help finding ways to cope with their feelings of GUILT. These feelings can often result from their inability to meet their own—often unrealistic—self-expectations (for example, parents may regret having yelled at their child, having left him with a baby-sitter too much, having to say "no").

Parents, especially first-time parents, need to better understand the meaning of their child's behavior; in this way they can deal with it more realistically. For example, many new parents often think that a child who constantly gets out of bed at night is insecure and needs more parental contact. This may be true in some situations, but an experienced parent usually discovers that a child who leaves his bed at night is testing the ground rules of his environment and is probably signaling for more limit setting and clearer behavior guidelines. Parents need to know that children need parents who have reasons for their behavior and who don't change their reactions every time they're confronted with the same or a slightly varied situation. Children need their parents to be in control, though they, too, have feelings and preferences.

Parents also need to know what to expect in their child's development, especially what is within the normal range. In addition they should learn that the growth of such characteristics as sense of humor, curiosity, and how much fun their child is to be with are more important than the age at which he masters many developmental skills. Parents can lose sight of their child's personality development in their anxiety over when their baby can sit up alone, give up his bottle, etc. Societal pressure on parents to accelerate a child's development can be lessened if parents can learn to enjoy each stage for its importance and fun. Parents can deal more reasonably with their child when they understand more about the meaning of his behavior and the importance of each stage he passes through. As stages and patterns change, the entire family situation needs to be brought up to date to clarify where family members are and to determine their current needs and how the family can best go about meeting them.

Parents need help to develop a long-range view of their actions. Such a view can help them become aware of both immediate and future consequences. Parents will be better able to abandon their action-reaction, here-and-now approach to child rearing and focus their sights on the future if their long-term perspective is not lost in the day-to-day issues.

---

[4] Classes that meet on an ongoing basis with a consistent, knowledgeable, and effective group leader dealing with practical concerns and feelings have been the most valuable features for parents.

The philosophy of the program reflects some of the more difficult issues in child rearing today and the very real need for support and guidance in this challenging area. The need for well-trained and experienced leaders to help bring support to as wide a range of new parents as possible has become increasingly apparent. Both the Child Rearing program and this book are an attempt to facilitate the development of that support, and the following chapters provide both child-rearing information as well as techniques to use in organizing and leading classes for parents of babies and toddlers.

2

DECIDING ON THE STRUCTURE AND PREPARING TO LEAD GROUPS

Child-rearing classes can provide a great deal for the families involved. They can provide a time to work hard on past, present, and possible future child-rearing concerns. They can also help the parents put real thought and energy into their child rearing, something that is important to do periodically.

Determining the Kind of Program to Establish

The program you develop can provide opportunities for all these things, but since the needs and concerns of parents will be different from those of new parents in other communities and your own interests and experience different from other group leaders, you will need to ask yourself several important questions—about orientation as well as structure—to determine the most effective kind of program to establish:

- What kinds of parents would benefit from parenting groups that aren't available or satisfactory in my community now?
- Of these possibilities, what kinds of parents could I work best with? Consider:
  - — parents of "normal" children vs. parents of clinically identified children (e.g., high-risk, handicapped, etc.)
  - — various age groups of parents and children
  - — the various income levels
  - — groups that include only mothers, only fathers, or both
  - — single parents vs. married parents
  - — full-time working parents vs. those working less than full-time or not at all outside of the home.
  - — first-time parents vs. second- or third-time
- What organization might be interested in sponsoring a child-rearing class or program? If none is found, can the program be taught privately?
- Where can the groups meet?
- Should the children be included?
- When is the best time to hold group meetings (weekdays, evenings, weekends)?
- What size should the groups be?
- How frequently should the groups meet?
- How long should each session last?
- How long should each series last?

The staff members of the Children's Health Council discussed these questions and from this, as well as their later experience leading groups, the structure for the child-rearing program evolved. It was decided that because of the background, interests, and experience of the instructors, the lack of services available in the community, and a commitment to early intervention, the program would be offered to parents of "well" children up to three years of age.[1]

---

[1] At present, classes are available for parents of children up to three years of age; the "warm-line" and child-rearing conferences assist parents of children up to five years of age.

Staff members decided that classes should be held during weekdays so that support could be directed primarily to women engaged in full-time parenting or working not more than part-time outside the home. Having classes during day-time hours would give a boost to these women in what is often a long day with a young child.

Classes would meet weekly for two and a half hours over a 10-week period, allowing adequate time for instructors to comfortably and thoroughly cover the topics of concern to the groups. Class size was limited to 10 so that a feeling of closeness could be maintained and each group member have the chance to participate in the discussion. (Experience has shown that when groups have fewer than eight members, parents often feel uncomfortably on the spot.)

In addition to regular weekly sessions for mothers, it was decided that a weekend class for fathers and children would be offered during each series.[2] The fathers' class was scheduled because instructors felt it important for fathers to see their children interacting with other children and to have a forum to discuss their own parenting concerns and feelings. A weekday night couples class would also be offered during each series.[3]

The CHC child-rearing program now offers four class series in the framework just described, each focusing on a particular age range of children: "Learning More About Young Babies" (1-6 months); "Learning More About Older Babies" (7-14 months); "Learning More About Toddlers" (15-24 months); and "Learning More About Two-Year-Olds" (2-3 years).[4] These divisions attempt to provide a homogeneous background of experiences that are of the most interest and value to the parents, and make the children's time together in group play enjoyable.[5]

Parents are encouraged to bring their children each week. During discussions, a separate play area is provided for all but the young babies, who stay with their parents, and the "playcare" staff plays with and cares for the children. Children are observed by their parents through a one-way window during part of each class and what is learned from and about them is very central to the classes. Meetings are scheduled to avoid typical nap times.

Getting Ready to Lead

The structure of the Child Rearing Education and Counseling Program developed as it did because of the people involved and the needs of the community that was being served. You, of course, will structure your classes based on the way you see things, on your interests, experience, and the available resources in your community. Whatever structure you select and develop, you will need to learn about two important areas before beginning to lead classes: (1) the age group of the children you'll be discussing and (2) group leadership. Preparing yourself thoroughly in these areas will make teaching child-rearing classes very rewarding for both you and the parents. When the series is over, you and your group will know that you have given informed, professional child-rearing and family development assistance to them and their children.

Getting Immersed in the Age Group

As you find out all you can about the age group of the children you'll be teaching about, think about the stage from both the child's and the parent's point of view—the problems, needs, and feelings of both. Doing this will help you keep your class from becoming either too child-centered or too adult-centered. Increasing familiarity with the age group and its characteristics will come after teaching several class series, but some of the following suggestions may help you begin to learn.

- Observe children within the particular age range to see how they act alone, with their parents, and with other children of the same age. What's the general style of the age group? What are the behavior patterns? What do these children need from their parents? What do they play with? How do they handle such activities as sleeping, toileting, and dressing?

---

[2] See Part I:8 (p. 37) for details on this topic.

[3] During this class, the focus is on the couple's relationship with each other rather than on child rearing as such. Experience in this program has shown that discussions focused primarily on child rearing can be frustrating to both husbands and wives whose approaches, concerns, and degree of future orientation in child rearing may be quite different from each other's.

[4] Classes at CHC have been attended almost entirely (90%) by first-time mothers. This is probably because first-time mothers generally have the most concerns and questions about child rearing. Most of the families have come from middle- to upper-income levels.

[5] Provisions for the care of children during group meetings is discussed in Part I:7 (p. 31).

- Talk to parents with children in this age range. What do they want to know more about? What areas of development or behavior confuse them? What aspects of their child's needs put stress on them?
- Remember your own feelings when your child was this age. What were your major concerns? What areas of your child's development were particularly confusing or frustrating?[6]
- After you pinpoint major concerns such as limit setting, crying, and stranger anxiety, think about them from the child's point of view. Try to imagine, for example, what strangers mean to a 10-month-old and why they may terrify him. The following books can supplement your observations on the world from a child's point of view:

Brazelton, T. Berry, *Infants and Mothers* (New York: Dell Publishing Co., Inc., 1972).

Brazelton, T. Berry, *Doctor and Child* (New York: Delacorte Press/Seymour Lawrence, 1976).

Faber, Adele and Mazlish, Elaine, *Liberated Parents, Liberated Children* (New York: Grosset & Dunlap, 1974).

Fraiberg, Selma, *The Magic Years* (New York: Charles Scribner's Sons, 1959).

Stone, L. Joseph and Church, Joseph, *Childhood and Adolescence* (New York: Random House, 1979).

- Read books that summarize the age range you intend to discuss as well as those that cover the whole gamut of the pre-school years. This will allow you and your parent groups to have a much broader picture of children's behavior and development. Appendix A provides a comprehensive annotated list of books organized by topic that have been found to be helpful.
- For a view of how development proceeds, read the following topics in Parts II-VI of this book (each is covered in several age groups): cognitive-motor development, play and learning (II-3, III-5 and 6, IV-5, V-5), crying and schedules (II-1, III-3), limit setting (III-1, IV-2, V-2), social-emotional development (II-7, III-2, IV-1), language development (II-6, III-7, IV-6), nutrition (II-2, III-4, IV-3, V-4), and adjusting to parenting-meeting your own needs (II-4, VI-6).

Learning About Leading Groups

If you've led groups before, think about your strengths and weaknesses as a leader. What would you like to improve? What feedback did you get from participants in your groups? Pinpointing your weak areas and incorporating class comments can make leading child-rearing series a successful, enjoyable experience.

If you're not an experienced group leader, there are a number of ways you can become comfortable in the role and develop an effective teaching style. Here are a few:

Think about any experiences you've had as a participant in a group:

- What did you like and dislike about the leader's style.
- Did you like his humor or lack of it?
- Did he develop a congenial feeling among group members, and, if he did, how was it done?
- How did the leader focus the discussions and and move them forward?
- Were you given too much information or too little?

Discuss with your friends any small group discussion experiences they've had. Compare their ideas about what makes successful groups and successful group leaders to yours.

Consult an experienced group leader before, during, and at the completion of your series. This person will be your best authority in group leadership and dynamics and can help you solve problems as they occur. Group therapists, rap group leaders, college discussion section leaders, or leaders of groups in which you have participated are good sources.

Co-lead the first few series with an experienced group leader. Such a person can give you support and advice while you develop your own teaching style. Even an inexperienced co-leader may be helpful, since each of you can experience the other's style and pinpoint strengths and weaknesses.

---

[6] Being a parent oneself has been so important in teaching child rearing classes that it is a requirement in the CHC child-rearing program.

Read books that discuss group leadership techniques to obtain an overview of the subject. One suggested source is *Parents Learn Through Discussion* by Aline Auerbach (John Wiley). Another source is Part I:6 (p. 25) of this book, which will provide you with information about teaching techniques and group dynamics.

3

ESTABLISHING AND ADMINISTERING THE PROGRAM

If you plan to develop a program that consists of more than just one class based in your home, there are a number of organizational and administrative issues you'll need to deal with.

Establishing an Affiliation

The program described in this book was developed by staff members of a community agency for children; it therefore had access to the agency's resources, facility and reputation. If your program is not an outgrowth of a private or public organization, you will benefit greatly by affiliating yourself with such a group. Social service agencies, hospitals, school districts, daycare centers and nursery schools, and community centers are potential sponsoring sources.

The Facility

Wherever you locate your program, you will need a parents' meeting room, an instructors' office or at least a file and supply storage area, and a reception/telephone area. Additional space will be necessary if your series includes a children's program. The organization that sponsors you may be able to provide space for your classes, or at least office space, in its own facility. If it cannot, a community center or church might have acceptable space. A meeting room should be comfortably furnished (more like a living room than a classroom or board room) and be able to accommodate 10 to 12 people.

Qualifications and Hiring Criteria for Staff Members

If you plan to offer more than one or two classes, additional leaders/instructors may be needed. If you're not certain of how big your enrollment will be and therefore how many teachers you'll need, you may have to hire instructors on a contingency basis. You will be somewhat aware of community interest, however, if you are in the process of developing classes. Depending on the extent and focus of your program, you may need several other leaders and a program head if you do not intend to undertake that responsibility. Though your instructors will be the heart of your staff, a secretary and "playcarers" may prove to be necessary.

Instructors

When you begin to look for additional leaders for your program, look for applicants who—along with other qualifications—are parents. Leaders need experience in what they are teaching, and being a parent provides a necessary part of that experience. (Instructors, however, should not, if possible, have a child who is in the same age group as the one they will be discussing. It's best if the instructor has at least one child older than the age group she is teaching. Instructors need to be able to see an age group in perspective and not feel competitive with the other parents in their class.) Instructors who have similar backgrounds and devote approximately the same time to family commitments (e.g., work outside the home to the same extent) as the prospective group members will be able to relate to them quite well.

In addition to being a parent and someone with interests and a background similar to those of the parents in their classes, it is felt that most successful child-rearing instructors have the following personal qualifications:

- are out-going, warm, and supportive;
- relate easily on a feelings level;
- make people feel good when they're with them;
- are good listeners;
- are good analyzers of other people's problems;
- are able to see things from a child's as well as a parent's point of view;
- enjoy helping other people and sharing their own child-rearing experiences and feelings—the difficult ones even more than the easy ones (people who have experienced a great deal of difficulty while rearing a child and who have had to learn a lot in order to handle these things seem to make the most capable instructors; this is especially true if the very common "forgetting" of these negative experiences hasn't occurred);
- agree with the program's basic philosophy (this helps to keep the program consistent and is especially important for parents who continue to take classes over the years).

It is also felt that effective child-rearing instructors have the following professional qualifications:

- have education and professional experience in infancy, early childhood, or primary education; psychology, social work, or counseling; or nursing or childbirth preparation;[1]
- have experience and skills that enable them to be comfortable preparing class content (for example, some people in counseling might not be used to or comfortable researching and organizing lecture material).

To attract potential group leaders, advertising in nursery school association newsletters, childbirth teachers' newsletters, or local newspapers (a box ad is more visible than a general ad in the classified section) should prove helpful (see Appendix B for a sample ad). Also contact friends (professional and personal), parents with similar interests, childbirth preparation teachers, nursery schools, and other parent education programs.

When you begin to interview applicants, screen them on the basis of the criteria that are important to you. Meeting with each person will enable you to determine whether her personal and professional qualifications will match your needs. In addition to other factors, the extent to which you like the applicant and feel she would be able to help parents and work with other staff members will be critical to your evaluation.

Most instructors will do more than lead parenting discussions; they may recruit playcare personnel, conduct child-rearing conferences with parents, and handle registration. It is important, therefore, for each applicant to understand the position's responsibilities and time requirements. Experience in the program described here shows that teaching a two-and-one-half-hour class and supervising playcare personnel each week involves approximately four hours; preparation for teaching, once the instructor has been trained, usually takes an additional two hours each week;[2] and another one to two hours is devoted to staff meetings. The rest of the responsibilities vary in time requirements each week.

Program Head

If you decide to hire a program head in addition to more instructors, that person will need to have the same skills as the instructors since she will most likely be teaching classes as well as working with the teachers. Staff leadership and training skills will also be necessary, as well as other administrative skills. The program head at CHC handles the following functions, in addition to leading groups:

---

[1] At this time, formal academic training in child rearing and parent education is not generally available. For those who would like to take some relevant course of study, a degree in any of the above mentioned areas, supplemented by classes in infancy, pre-school children, group dynamics, grant writing, community psychology, child and family psychology, educational methods, and child and family psychopathology, particularly those including field experience, would be beneficial.

[2] While in the process of being trained, class preparation alone can easily take five hours each week.

- trains and consults with instructors, holds weekly staff meetings;
- is involved in fund raising and budget planning;
- works on public relations and program evaluation;
- arranges for facilities and supplies;
- plans future program content and direction.

The amount of time required for these various functions is not sharply defined, but usually averages 5 to 10 hours each week.

Secretary

Another essential for your program may be a secretary, or someone to type and copy class material, take messages from interested parents requesting information about the classes,[3] keep program records, and handle registration. Her time commitment will naturally depend on the extent of your program.

Publicizing Your Program

In many communities, parents are requesting child-rearing classes. Publicity needs to be directed toward these parents, but it also needs to reach other parents who are not as aware of the advantages of child-rearing education.

The major problem in attracting sufficient interest and confidence in parenting classes is that parents often do not trust unknown people or programs to help them with their child rearing. Many parents, however, have taken childbirth preparation classes and feel very positively about them, and will generally trust recommendations from their instructors as well as their obstetricians and pediatricians. Informing such professionals in your area and leaving distributable literature with them about the program can be one major source of publicity.

Once your program is functioning, periodic follow-up contacts with obstetricians and pediatricians may be helpful. You can discuss matters that have been of concern to parents in your classes who are also their patients or see if they have any questions regarding the program. There appears to be some potential for "competition" and jealousy between pediatricians and child-rearing instructors, so it may be beneficial for you to get to know and help educate local pediatricians to the idea that your work is actually complementary to theirs, just as the childbirth educator's work complements that of the obstetrician/gynecologist. Pediatricians may be interested to know that parents who have received child-rearing support are likely to call them less often about behavioral questions and show a general decrease in anxiety level.

Hearing about your program through professionals in your area will interest many parents. But they will most likely become more interested if they hear about the program from more than one source. Publicity focused directly at parents has many avenues of approach. Several weeks before classes are to start, an announcement of class schedules and content can be submitted to the appropriate local papers (see Appendix B for a sample newspaper article). Press releases distributed to local newspapers can provide a description of the program, discuss its uniqueness, and explain how it meets existing community needs. In turn, the press releases may interest newspaper personnel sufficiently to interview you about your classes. A picture of staff members, alone or leading a group, will provide added appeal to the article. Finally, testimonials by parents that tell of the need and/or value of your program usually have a positive impact on readers. It will be necessary to wait until your first class is drawing to a close to get such comments from group members, but publicity for your program will still be valuable at that time. In fact, ongoing publicity is usually important in most communities to help people remember your classes.

In addition to newspaper publicity, parents can be reached directly by hanging posters or by leaving stacks of handouts (see Appendix B for a sample) at libraries, community centers, children's clothes, toy, and book stores, supermarkets, and hospitals. Parents can also be reached by radio. Find out which stations in your area offer free community service announcements and provide them with an appealing statement that fits their time requirements.

---

[3] At the Children's Health Council, the secretary takes the message and the instructor calls the parent back; it seems easier for a parent to judge whether a class will be useful if she has had some telephone contact with the instructor. It also appears that parents more often do not follow through on registering for a class if they have not spoken directly to the instructor.

A final form of publicity is that which comes from "word-of-mouth" referrals. In the final analysis, this is *the most* effective type of publicity; a parent much prefers to hear about child-rearing classes from other parents who have taken them. If parents who have taken your series are very positive about the experience, hearing about it from them will help other parents decide to take the classes. The extent to which parents choose to recommend the parenting classes is probably the single best evaluation method. Between 60 and 70% of the parents who have taken classes in the program described here state that they heard about the program "through a friend."

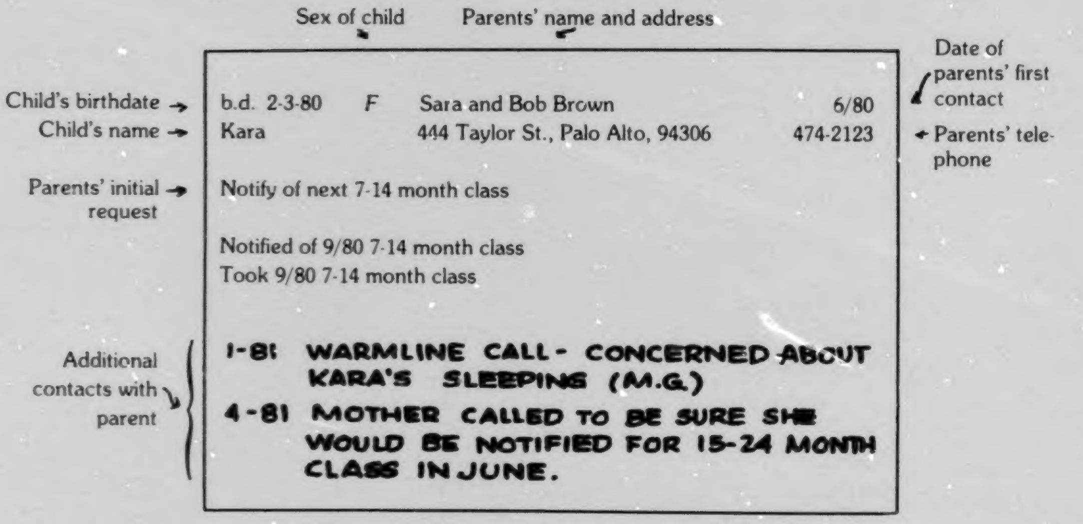
Handling Inquiries and Registration

When your publicity reaches a wide audience and parents begin making inquiries about the classes, several organizational procedures will be necessary. If you or your secretary are not always available, an answering machine or an answering service can take each parent's message and ask for the caller's name, telephone number, and child's birth date. When you call the parent back,[4] add her address to your information, note what she was requesting in her call, and transfer it all to a file card (see Figure 1). (You may wish to keep the form on which the initial information was taken and file it alphabetically—see Appendix B for a sample form.) Add to the card each time the parent makes a request, is notified of a class, takes a class, or makes a "warm-line" call—if such a service is available. (Include a brief comment describing the content of the call and which instructor responded.) The cards can best be organized by the birth date of the caller's child since that is a fact that will not change. (File by month and day within each year.) Cards can be removed from the file if a caller never takes a class or doesn't telephone a second time within a two-year period.

About a month before each class starts, the instructors of this parenting program set up a teaching schedule, then go through the card file and find all the people whose children are the right

---

[4] If your secretary responds to callers' questions in addition to taking initial information, give her a list of commonly asked questions and their answers to keep by the phone. See Appendix B for an example of this type of list.



b.d. 2-3-80 F Sara and Bob Brown 6/80
Kara 444 Taylor St., Palo Alto, 94306 474-2123

Notify of next 7-14 month class

Notified of 9/80 7-14 month class
Took 9/80 7-14 month class

1-81 WARMLINE CALL - CONCERNED ABOUT KARA'S SLEEPING (M.G.)

4-81 MOTHER CALLED TO BE SURE SHE WOULD BE NOTIFIED FOR 15-24 MONTH CLASS IN JUNE.

Sex of child
Parents' name and address
Date of parents' first contact
Child's birthdate
Child's name
Parents' tele-phone
Parents' initial request
Additional contacts with parent

FIGURE 1. FILE CARD

age to be notified of the class. The secretary then sends registration forms to these people, along with a cover letter that explains the class in detail. (A sample of the cover letter and registration form are provided in Appendix B.) To register, the parent tears off the bottom part of the registration form and returns it with her check to the program head. A confirmation letter is then sent to her that includes the information she needs to know for the first class. The letter also includes a number of forms that should be filled out and brought to orientation. (See Appendix B for a sample of each of these forms.)

Registration by mail was developed because it is often hard for parents with young children to stand in line filling out forms and asking questions. In-person registration, however, may be feasible in your particular situation. Or, to keep costs down, parents could simply send in their checks after the announcement of classes appears in the newspaper or elsewhere, saving you time and the expense of mailing a registration form to each interested person. Since any method of registration is likely to arouse some unforeseen issues—as well as some injustices and hurt feelings—a sample statement of a registration policy is shown in Appendix B.

Enrollment is usually on a first-come, first-served basis. If registrations come in after a class has been filled, the instructor calls those people and attempts to work out a reasonable solution. Solutions can include arranging for the parent to take the series the following quarter, making an individual appointment with the parent to discuss any of his or her child-rearing concerns, or referring the parent to another child-rearing program.

Expenses and Fees

Another concern you will need to deal with is the expense associated with running your program. Money will need to be provided for instructors' salaries and benefits, facility costs, equipment and supplies, any additional employee salaries you require, publicity, and hiring and training expenses. The initial costs of your program may be paid for by the funding or sponsoring source or instructors may need to volunteer their time at the beginning. Once your program is ongoing, fees can be adjusted to help meet expenses. Since classes can range in cost from free (subsidized by a school district or other sponsoring source) to a minimal cost to those charging a moderate or high fee, it is difficult to discuss what your specific fee might be. Determine local community customs and resources and investigate the fees of private childbirth educators. You can then develop your own fees accordingly.

When you have immersed yourself in the age group you will be teaching about *and* taken care of the administrative details of your program, you are ready to begin thinking about the first class.

4

THE FIRST CLASS

Two important things should happen during the first group meeting: (1) the parents who are participating should get to know each other and (2) the leader of the group should get to know each of the class members, including the parenting issues that are of interest to them. The orientation class is the first step in a gradual building process and it is important to the growth of the group to start it on a positive note. At first, the parents in the class will see each other as strangers, but slowly they will find warmth, openness, and a great deal of valuable help.

Pre-Class Preparation

Once you have received completed registration forms from all group members, you can begin to organize and prepare for the first class.[1] Following are a number of suggestions to help you get ready.

- Since each series will be based on the concerns and interests of its participants, forms will be necessary to determine where these interests lie. (See Appendix B for samples.) You may wish to mail forms to class members prior to the orientation class for completion at home or have the parents complete them during the first class. Parents' responses will be used as the basis for the major portion of the orientation discussion as well as future discussions.
- If you plan to co-lead the series, discuss with the co-leader which parts of the orientation meeting each of you will undertake.
- Familiarize yourself with the names of the people in your class and with those of their children. You might also note the sex and ages of the children and where the parents live. This information will enable you to feel somewhat knowledgeable about the group before the class begins.
- Determine and prepare any handouts you want to give the group. These could include:
  - — a class roster or listing to help parents contact one another outside of class and find out who lives in their vicinity;
  - — a general information sheet (see Appendix C for a sample) that shows the structure of the series and the services that are offered (warmline, conferences, etc.);
  - — a "welcome" form (see Appendix C for a sample) to help you learn more about each family;
  - — homework sheets[2] to help the parents focus on the first week's topic.
- Make name tags for the parents and the children who will be involved in the program. Write the names in bold letters so they can be read easily from across the room. Include the child's name and age under the parent's.
- Decide if you want to provide food or drink for parents or children and at what time; snacks or juice and coffee can help to keep the atmosphere

---

[1] Information concerning publicity and registration prior to the first class session is provided in Part I: 3 (p. 11).

[2] Homework is discussed in Part I: 5 (p. 21) and 6 (p. 25).

relaxed. Beverages can be provided by you or by class members on a rotating basis (nursing or pregnant women usually don't drink large quantities of coffee or tea but tend to prefer juice).

- Arrange the meeting room in a comfortable, open way, preferably with chairs set in a circle or oval. Be sure group members will be able to see each other easily. Set up a snack table if food or drink is to be provided and a changing table if babies will be in the room.
- Be relaxed. A positive and emotionally at ease instructor can be the keystone for a valuable class session.

An Orientation Class Format

There are a number of ways you can introduce the class content and goals of your series that will interest the participants as well as enable them to feel comfortable in the group setting. Below is one format that has been found to be successful.

1. Greet the parents and children as they enter the room and give each a name tag. Your warmth and interest in each parent and child will make a reassuring first impression.
2. When the group has assembled (most likely they will arrive at different times), introduce yourself and then discuss how the child care, if it is to be away from the room, will operate; before most parents can be comfortable in a group, they must be confident that their children are receiving good care. Some things to discuss are where and how long the children will play, plans for the children's activities, and who will be the caretakers.
3. Ask the group if they have any questions about child-care procedures. Have them consider how they feel about separating from their child and how their child usually separates from them. Let them know that they should not feel guilty if their child has difficulty separating. Encourage them to express their concerns and any negative or positive feelings they may have. This is the best way to establish an honest, open communication system. Let them know that their child will be brought to them if he has trouble being comforted that day.
4. If the children will be cared for away from the meeting room, let the parents and children become familiar with the play area and playcare staff. After an appropriate time, encourage the parents to part from their children so they can go to their meeting room. Some parents and children will have difficulty separating, but urge parents to leave their child in a way that tells him all is well.
5. When the parents have settled themselves in the parents' room, see if they have any comments or questions. Then tell the group about yourself—your name, child's name and age, what town you live in, and your interests. Ask the group members to do the same. As they introduce themselves, be alert to any direct questions as well as facial expressions that show uneasiness.
6. Hand out the class roster and ask the group to check for errors.
7. Give an overview of the parents' children—how many children there are, how many boys and how many girls, their ages.

At this time or possibly after the next item, there should be an opportunity for the parents in the "young baby" class to get to know each other by sharing that very important area of their labor and delivery experience with each other. (New mothers especially have a strong need to do this. Many have had a very different experience than they anticipated and need support and validation from others—especially if the experience was negative and made them feel disappointed in themselves.) The instructor can give a brief introduction about the meaning of the birth experience, share her own, and ask those in the group to share their experiences if they want to. This is also an important way for new parents to get to know each other and begin to feel comfortable together.

8. Pass out the "welcome" form (if you're using one). This will provide you with more information about the group and may help you work out specific problems with them.
9. Pass out the general information sheet and discuss it. Go over the length of the series, the length of each session, homework, observations of children, the fathers' class[3], your policy on visitors, and any other services your program offers

---

[3] If your classes are directed at women, you may decide to include a weekend meeting for the fathers. Information on fathers' classes is provided in Part I: 8.

(warm-lines, conferences). When parents are in a new setting and have just left their children, they may be too distracted to remember all the details you give them. The information sheet contains the same information and can be read later. Be sure to ask for questions as you go along.

10. Discuss the goals you have for the class. These could include:
- to gain confidence as a parent;
- to understand the particular age range of the children and develop an individual style of parenting within it;
- to realize that parenting includes problem solving, and to learn which solutions best suit you and your child;
- to understand that there are no "Super Moms" and "Super Dads," and that every parent has ups and downs;
- to feel comfortable in a group of parents and be able to offer support to one another;
- to feel increased satisfaction with your life.

11. Have the group take a short coffee break. This will give them a few minutes to talk among themselves before the major discussion period begins.

12. After the break, explain to the group that the class series will be based on those child rearing topics that are important to them. Have the parents fill out their Current Concerns and Parents' Interests forms if these were not completed at home.

13. Ask each parent in turn to describe her current interests and concerns about her child, herself, and her family. Before the first parent begins, ask the group to listen but try not to give quick solutions to each problem; better help can be given once each topic has been prepared for. Be firm in making sure that each person is allowed to speak without interruptions and that the discussion does not veer off to a new topic. You can interrupt a remark and guide the conversation back to the original point if necessary. Naturally, no parent should be permitted to be derogatory or condescending to another parent. Remind the group that each family has a unique style and that some concerns of group members will differ and some will be similar.

During this portion of the class, parents find out what is on each other's minds and begin to feel like a group. They also learn that listening to one another and staying with the topic under discussion is beneficial to the group. Encourage this feeling of respect and support. You may want to take notes—in this instance—as parents talk, because frequently, something important will be said that was not written on a form.

14. Summarize the group discussion in a positive way. Let the parents know you have enjoyed their companionship and contributions.

15. Inform the group of the topic that will be discussed during the next class and pass out the appropriate homework assignment. You can pick the topic prior to the orientation meeting or prepare a variety of homework sheets and then choose one after hearing the group voice its major concerns.

16. Indicate that the class is about to end and it is time to return to the children's play area. Be sure all parents pick up their children at the same time; when one parent is later than the others, her child may become upset.

17. As the group leaves with their children, be available to talk individually with any parent who needs your time.

Post-Class Assessment

After the orientation class has ended, you will need to consider a number of things about it: the group personality, individual group members, and the current concerns and needs of both individuals and the group. This assessment will help you to lead the group well and to develop a course of study that will be meaningful and valuable to its members.

The Group as a Whole

As you think about the group as a whole, ask yourself these questions:

- As the group gathered, was the atmosphere tense or relaxed?
- Did the group respond to the opening comments with warmth or apprehension?
- When did the group relax and seem at ease?
- How many group members knew others in the class prior to the meeting?

- Do the group members have mostly similar or varied backgrounds?
- Did the group ask for very specific information?
- Did the concerns and interests of the group seem mostly similar or varied?
- Were the group members supportive of one another?

The answers to these questions will help you to understand the group and to decide the best way to work with it. For example, if most of the group members are uncomfortable about sharing their feelings, you may have to be *extremely* frank about your own family life to enable them to discuss their own. Or, if several of the parents know each other well and talk constantly, you may have to be firm with them so that other participants are able to speak. Each group you lead will be different from every other and you will probably need to be somewhat different with each. It may take several weeks before you really know what the group is like. (A detailed discussion of group leadership techniques is presented in Part I: 6.)

Individual Parents

When you have considered the class as a whole, think about each parent in the group, one by one:

- What are her interests and concerns?
- In what areas does she have some intense questions about her child?
- In what areas of child rearing does she seem more relaxed?
- How does she appear to feel about her child in general?
- How does she appear to feel about her parenting?
- How well can she express herself verbally?
- Was she quiet or did she contribute to the discussions?
- Did she speak to you individually before or after the class?
- Did she seem comfortable with the other group members?
- How did she relate to you as the group leader? Did she look relaxed or apprehensive?

Asking yourself these questions will enable you to determine how you can best work with each member of the group. You will discover which parent needs to be brought out, the intellectual level on which each should be responded to, which group members are friends and how they interact, and other important aspects of their personalities and expectations.

Formulating a Series Outline

Now assemble and read the "welcome" forms and the Current Concerns and Parent's Interests forms you received from the group members. These should give you added information about how each individual in the group feels and what each is hoping to gain from the series. You will probably refer to these forms and make additional comments on them as you get to know individuals better.

The next step is to formulate the series outline, basing it on your group's interests and concerns. To pinpoint these areas you will need to group both written and voiced concerns under major topic categories. For example, one parent may say on her Current Concerns sheet, "I do not know how to be consistent. What does consistency mean?" Another may have said during the orientation, "My child wakes up at night. I am tired of getting out of bed." And another may have asked after class, "Should I spank my child?" All of these concerns can be placed under the general topic "Limit Setting." Grouping concerns and interests in this way can help you prepare the information to be presented in specific classes as well as help you to know your group.

Now you can determine which concerns have the highest priorities for your group and should be discussed in the early weeks of the series. First, tally the points given to each item on all the Parent's Interest sheets. Then divide each total by the number of parents in the group to get an average point value. Arrange the items in order; the most important issues will have the lower scores and the least important issues will have the higher scores. You can also look over the Current Concerns answers to help determine the priorities for the parents.

Once you have determined the priorities of your group, you can assign the topics to particular class sessions. Keep in mind the following considerations as you do this:

- Discuss during the first few classes those topics that are the most pressing to the most parents. However, if a particular topic is too demanding for you to teach early in the series or if you feel that a subject is not urgent though many parents are interested in it, place it later in the outline.
- Include one topic in each session that you enjoy.
- Leave the more emotional topics, such as adjusting to parenting, for the middle or end of the series. At that point the group will be sufficiently comfortable with each other to discuss them.
- If a class session includes a demanding topic, balance it with a lighter topic.

When you write your outline, personalize it to the group. State the major topic and then follow it with the stated concerns of the group. For example, "Limit Setting: effects of baby's increasing maturity and mobility; coping with baby's negative reactions; consistency." The outline you develop for each group will be different from every other because it will incorporate each group's special needs and concerns. (See Appendix C for examples of series outlines from each class series including two different outlines for one of the series.)

5

ONGOING PREPARATION AND EVALUATION

Class Preparation

Beginning with the class after the orientation meeting and continuing through the rest of the series, time should be devoted in each session to the following items:

- any points of business (such as when the fathers' class will be);
- concluding the prior week's topic, if necessary, including a verbal summary by you of the written homework on this topic;
- working on the current week's topic(s);
- discussing other topics or problems that are of importance to group members, as time allows;[1]
- observing the children;
- focusing briefly on the major topic(s) of discussion for the following week (distributing homework sheets).

Basing each class on these segments allows you to focus on areas not yet covered, bring up or emphasize issues you feel are important, and devote time to those questions and concerns that the parents want very much to deal with. Since those questions and concerns will vary from group to group, it is not possible to provide you with an ordered outline of specific areas to be discussed in each class in each series. What is provided, however, is a detailed account of the work that is necessary for developing your weekly class plan.

The Weekly Outline

When you prepare each week's plan, based on the major sections just listed, try to estimate the amount of class time to be spent on each section; this will help you to accomplish what's necessary in a limited time frame. Notes to yourself about specific items, for example, when to distribute a handout or what time the coffee break should be, will be useful. Your outline will only be a guide, however, and is intended to be flexible. (A sample outline for one class session can be seen in Appendix D.) Sections will often take more or less time than anticipated, usually more.

Last Week's Topic. The first item on the outline to consider is the topic that was discussed in the previous week's class. Review the homework turned in by the parents at that time to make sure they understood the essence of the major concerns in that area and to see if any parents need individual help. Decide whether further work needs to be done with the class on that topic, and if it does, allot a small amount of class time to summarize the homework and/or cover individual problems.

---

[1] This is especially important in the young baby class where concerns are very pressing and parents' anxiety can be great. In this class, time is alloted *weekly* for "How did the week go?" This is an unstructured time—usually about half an hour—to talk about any problem areas and feelings. In the three older classes, it is useful to have this time at least once every three sessions—although every week is preferable.

Current Week's Topic. Begin to gather information on the topic(s) you have planned for this particular session. Use Parts II-VI of this manual, your own experience, and other suitable resources. The material should be organized into the type of presentation that will be most meaningful to the particular group of parents.[2] The current week's topic usually takes the largest time allotment, so give it ample space.

As you gather information, it will be useful to plan a method of organizing this material. One way to keep track of relevant child-rearing information and be able to consult it easily is to compile file folders for individual topics. Such files can be added to and updated as you research new ideas during class preparation and evaluation. Some or all of the following areas could make up each topic folder:[3]

- notes on areas you wish to cover in class;
- a list of parents' concerns and interests;
- copies of handouts, homework, and other materials to be used in class;
- notes about the kinds of approaches that have succeeded and failed in handling the topic in class (over a period of time, different techniques will be used in presenting a topic, so it's helpful to keep track of what has and hasn't worked; an approach that wasn't appropriate for one group may be fine for another);
- notes from other sources—other people, books and so on;
- copies of especially valuable magazine articles;
- a list of sources to reread to refresh your memory about a topic.

Handouts. Review handouts that you have prepared or accumulated pertaining to the particular topic(s) and revise or replace them when necessary. Decide when and how each will be used in conjunction with the presentation of the topic(s). (Handouts are often most useful if they are distributed at the end of a discussion; they aid in summarizing or expanding it.)

Observation of Children. If you determine that observing the children will be beneficial to the topic(s), decide: when the observation will take place, if the parents should have a particular focus in mind while they observe, and how the observation will be conducted. A half-hour observation time generally is sufficient.

Next Week's Homework. Plan the homework assignment for the following week and allow a brief time in your outline to introduce its focus. Remember that the point of homework is to allow parents a chance to really learn something about their child and themselves on the topic to be discussed. (See Appendix D for a sample homework assignment.)

The Weekly Evaluation

Following each class session, set aside time to review, evaluate, and briefly record what occurred during the meeting. There are two main areas to consider at that time:

Instructional. Focus on how successfully the topics were presented, how the discussion and observation periods went, and what questions or concerns were not answered. Notes on these points will help you to prepare the outline for the next week's class, including what topics you want to cover or specific information you didn't get to and wish to discuss. Recording ideas you may have for updating, revising, or organizing information or the presentation of topics for the next series will also be beneficial.

Emotional/Psychological. This area concerns itself with the dynamics of the class—how the group seemed, how the parents related to each other, and if individuals seemed to need special attention from you as group leader.[4] You may not wish to make written notes about the group and its members, but you will need to give the area thought so that the group can mesh successfully and continue to grow.

Self-Preparation

Leading a parenting group is obviously a large responsibility; during a class session an instructor will be trying to (1) follow the outline for the day;

---

[2] Part I: 6 provides information about the presentation of material to parent classes.

[3] Much of the information suggested in the following list can be found in Parts II-VI of this manual.

[4] Details on handling these issues can be found in Part I: 6.

(2) be aware of how the specific topic material is being learned by the parents; (3) watch the flow of the discussion, with particular concentration on the content and feelings of what each person is saying; (4) keep track of how the group is doing as a whole; and (5) notice relevant facts about individuals in the group (for example, a group member may look particularly upset, tired, or confused). Co-teaching one or two series is a very good way for new instructors to slowly take on and feel comfortable with this tremendous amount of work;[5] but whether you will be co-teaching or not, it is very normal to feel tense or anxious before each session begins, especially during the early months of teaching.

Feelings That Can Hinder Effective Teaching

The following section lists feelings that can get in the way of leading—feelings you are likely to encounter during the course of your initial teaching experience. The section also discusses ways to prepare yourself to deal with and understand these feelings, and shows how they can influence your class. Remember, though, that as you gain experience with the very different styles of individuals and classes and gain familiarity with the topics and information, you will most likely find that your tension is easing and that you are growing more skillful and more confident with the style of leadership your work requires.

"I'm incompetent as a parent and can't teach this course." This feeling is especially likely to occur on days when your own child is going through a hard-to-manage stage or when you are under pressure in your home or personal life. If the feeling occurs, it will be necessary to remind yourself that there are no real experts in child rearing and no real "Super-Women." Another helpful measure is to share your feelings of incompetence and vulnerability with the group. This will help keep you from imposing unrealistic expectations on yourself, and will also help group members to be more honest and accepting of their own feelings of incompetence.

"I can't teach today, I'm too depressed." During sickness or severe depression, cancelling the class may be the best action to take. However, if you decide to hold a class and later regret it because you feel you didn't handle things well, remember that you still helped and supported the group by simply providing them with an opportunity to talk with each other.

"I don't approve of the way that class member is dealing with her problems." A teacher needs to understand her personal attitudes and biases because her own ideas will influence how she handles people in a group. One teacher realized that she was upset with mothers who were spanking young babies' hands to teach them which objects not to touch; her own philosophy included avoiding all physical punishment. When she later came to terms with her own feelings, she saw that it was not what the women were doing—spanking hands—that she objected to, but how the women felt about what they were doing. She realized that some of the parents who were spanking hands were managing more effectively with discipline than those who couldn't say no to their children. Try to understand your attitudes and biases but support the right of each parent in your class to find her own style of parenting and her own solution. It is not a teacher's right to dictate solutions to class members.

"This woman is having problems and really needs my advice. I'd better help her quickly!" The temptation to move quickly to try to solve a parent's problem can be very strong; rescuing, though, doesn't work. Instead, offer support, encouragement and alternatives, and allow each parent to find out she has the strength and courage to determine her own solutions.

"I'm spending all my time thinking about and planning for this class." It is very easy to do this; it is also emotionally exhausting. Try to compartmentalize the time you spend on teaching—work only during specific times. As you become more experienced and capable in your teaching, it will be easier to separate teaching from other interests.

"I don't like that person." It is impossible to like each person in your class to the same degree, but it is likely you will be able to find at least one trait or quality about every parent to like and respect.

---

[5] Co-leading after one is experienced, however, has its pros and cons. Continuing to co-lead provides the advantages of dividing some of the work, allowing two complementary styles to best help the group, and having someone to share the experience with. Its disadvantages are that it may be confusing to the parents to relate to more than one instructor, planning and execution take a good amount of collaborative time, it's difficult to be completely in charge, and fees are shared. You'll need to find out if co-leading or teaching alone works best for you.

Your feelings about yourself and your ability to share these feelings with the group will be valuable tools for you as you teach. In class you will find that examples from your own life, both positive and negative, will be especially meaningful to the other parents. No matter what feelings you are experiencing, your verbal attempts to deal with them and solve problems associated with them will make it possible for each parent in the class to share herself more fully and feel your reassurance, support, and acceptance.

The Importance of Self-Nurturing

In addition to preparing yourself to cope with negative or unexpected personal feelings, you also need to care for your individual needs as you prepare to teach your classes. Self-nurturing is fundamental to the philosophy of the child-rearing program; it's much easier to be a successful leader when you learn to care for yourself. To avoid neglecting yourself as you become involved in caring for others, periodically ask yourself the following questions:

- How do I feel? How am I?
- What is troubling me or making me feel good?
- How is my balance in a typical week in terms of time alone, romantic time, social time, fun time, physical exercise time, intellectually stimulating time—in other words how well am I taking care of myself?
- How is my family?
- What steps can I take to become more satisfied with myself and my family?

A good way to care for your needs is to become affiliated with a source of support. One source could be found in weekly meetings with other parenting instructors. The major purposes of the meetings could be two-fold: (1) to share how the groups are going and get peer consultation as needed, and (2) to share yourselves and your families and get help from each other on your own child-rearing, individual, or family concerns. Time to talk with other instructors allows you to share on an open, deep, and trusting basis and to receive help in areas of your personal life that are concerning you. Close friends and family members, growth groups and other classes can also provide personal support.

In addition to preparing yourself to work with a group, you will also be finding ways for the group to work with itself. Appropriate teaching techniques, problem solving techniques, and operational guidelines are discussed in the following chapter.

6

TEACHING TECHNIQUES TO AID IN THE DEVELOPMENT OF THE GROUP

Learning to lead successful, comprehensive child-rearing groups requires time and the development of good teaching techniques. The instructor's role can best be seen as that of a guide, a person who has had more experience in most child-rearing areas than the parents in her classes but who is still willing to help parents find answers she can't give them. In her classes, she teaches parents to use a basic problem-solving approach that is applicable to many aspects of child rearing. By the end of a series, she usually finds that she does not need to participate as actively as she did at the beginning, because the group has learned how to have comprehensive, in-depth discussions and problem solve almost on their own.

Below you will find ground rules with which to guide your groups and teaching techniques that will enable you to lead quality discussions. Further in the chapter you will find information that deals with helping parents problem solve—work on their interests and concerns—and a discussion of problems you may encounter while leading a group.

Establishing Ground Rules

To keep your groups functioning smoothly and effectively, and to help parents develop a trusting atmosphere within a group, basic ground rules will be necessary. These guidelines should be reinforced by you either directly or indirectly and as often as necessary.

Respect Other Class Members. Through your own attitude and behavior, you can convey respect for every parent in the group and emphasize each person's individuality and strengths. Since there may be differences in life style, values, mannerisms, and so on among the parents in your classes, teaching and modeling respect for each of them is essential to the value of the class. Discourage group members from judging and evaluating each other. For example, if one parent in the group acts quite differently or puts forth a different set of values than the rest of the class, the other parents may tend to disregard what she says. Instead of allowing them to judge her as someone not to be taken seriously, you can help her to become more a part of the group; point out her contributions to the class. Try to engage that parent in a full discussion during class to help emphasize any similarities she has with the rest of the group. Quote her, if possible, at other times during other discussions. By working in this way, the rest of the class may change its attitude toward her and begin to hear what she has to say. Your role is to try and help parents care for each other; you can do this by showing how you care for all of them. Discourage competition and the image of a "Super-Mom" or a "Super-Dad" raising a "perfect" child.

Keep to a Topic. Many parents have a tendency to bring in extraneous issues during a discussion. Be alert to this; if you feel the focus or topic is starting to shift, bring the parent who is changing the subject back to the main focus being discussed by the group. Class members will appreciate this, and it will prevent the discussion from becoming rambling and unproductive. Comments such as "Let's focus on Sandy's concern first" or "That sounds important—let's talk about it a little later" are tactful yet effective ways to keep the topic under control. Occasionally a digression from a topic can prove beneficial, but it is best to set an early goal of one topic at a time.

Listen to One Another. Parents are often so eager to speak that they don't pay attention to what others are saying. A parent may interrupt and take over a discussion, or she may engage the person next to her in a separate conversation. As leader you need to be firm in these situations and allow the person who was speaking first to continue. It may be necessary to say to someone who interrupts a speaker, "Let's let Judy complete what she was saying" or "Let's continue what we were working on." If two or three people carry on a side conversation while someone else is speaking to the group, you might say, "I'm sorry, but it's hard to hear what Judy is saying"; this will remind the group that they need to respect each other's contributions. If you are consistent in listening to speakers and avoid interrupting them yourself, you will set a helpful example and will need to remind the group less often to listen to others.

Developing Good Discussions

In order for group members to be open and relaxed with each other—something necessary for a valuable discussion—they need to know each other. At the orientation class, they learn each other's names, share concerns, and see each other's children. This is a positive beginning. In the next few sessions that follow the orientation, continuing to provide name tags and using the parents' names as much as possible will encourage the group to get better acquainted.

Homework assignments consisting of several questions for the parents to consider and answer will also add to the value of the discussion. Such assignments enable parents to assess their concerns and questions in relation to the next week's topic, help them gain more understanding about the subject, and focus their thoughts deeply enough on the topic so that they are ready for the next group discussion.

Starting Discussions

Good lead-offs are essential for quality discussions—they are your way to ensure that a valuable discussion will follow an informative lecture.[1] Specific lead-off suggestions for each topic in Parts II through VI of this handbook will be included in that topic, but to understand the reasons for those specific suggestions, it is important to know that there are several basic approaches that tend to enhance discussions.

For "feelings"-oriented topics (adjusting to parenting, husband-wife relationships, needs as a parent and as an individual): If you begin a discussion with *typical patterns* that occur in many families, such as "Many families have experienced . . . . since becoming parents" and follow this up with some honest vignettes about your own difficult experiences in this area, you will allow parents to feel more comfortable when you ask, "Have any of you experienced similar feelings?" or "I can tell from your laughter that all of you have had some of these feelings (experiences) too."

For major topics with clearly defined concerns (toilet training, nursing, nutrition, socializing among children, limit setting, etc.): Begin by asking the group what they would like to cover within this subject; this allows you to focus on particular needs. Take a few notes and decide how much emphasis to give each. You can do this by looking over the points the parents indicated interest in and group the subtopics by category. Deal first with those areas that you feel need immediate attention because of the logic of the topic and their importance to the greatest number of parents. If the topic is one where you need to know how far people have gotten before you begin to find out their concerns, ask them first, for example, "Let's take a moment to find out at what point all of you are in the process of toilet training." (*Note:* Although you learned the group's current concerns at the beginning of the series, it is important to check with the parents again on the day you are discussing the particular topic. Concerns can often change during a period of a few weeks—especially with babies.)

---

[1] Brief (5-minute) mini-lectures should be prepared in advance to formally explain certain kinds of important topic information to the group; long lectures are not recommended because they inhibit discussion. Mini-lectures that may be used as guidelines are provided in Parts II-VI of this book.

For topics that parents have difficulty knowing what to ask about (play and learning, handling sickness in children, emotional development, having more than one child, etc.): Some groups formulate questions on a topic more easily than others, but occasionally parents will be completely unable to express or focus on concerns in an area. Begin, in this event, by suggesting many subtopics that have been of interest to parents in previous classes (see Parts II-VI of this handbook) and ask for other areas that may interest them on this subject. Then find out which of all the subtopics the group would like to focus on, and begin there.

For topics that require background information or that are more theoretical ("What is a child's thinking like?"): Begin with some introductory background information and then a well-phrased question, such as "Let's try to draw a verbal picture of what is going on inside a two-year-old's head—how does he see things? Doing this will help us to better understand his behavior." Be prepared to give an example to get this kind of discussion started.

In addition to using examples and background information to start a discussion, you can also utilize material from the previous week's homework assignment. If you read and summarize the work during the week, you can use it to continue or reopen a topic. You might say, for example, "As I looked at your last week's homework, I noticed that several of you are interested in ______. If one of you who has that interest will ask your question to the group, we'll go from there." Using examples from parents' homework makes them feel cared about and personally heard.

Keeping Discussions Flowing

Group discussions should follow from the concerns and questions the parents have; after you lead off a discussion, parents usually bring up areas of interest (for example, how and when to wean a baby) and concerns (for example, "I am trying to wean my baby—I've tried and nothing works."). At times, however, you will need to help a parent rephrase a question or see a concern in broader terms so that it will be informative to the group as well as help the particular parent understand her concern and find ways to resolve it.

When an interest (an area a parent wants to learn more about to avoid later problems) or a concern (an area where the parent is already experiencing problems) is expressed, reflect on the important issues that all the parents need to learn about:

Interests. Here you must first determine what the parents in the group have accomplished or decided about in this area, for example, how many have not started to wean and how many are in the process. Then you help them learn more by using:

- brief lecture notes that you have prepared on this topic but not used in your mini-lecture may be of help here in dealing with the parents' interests. (If you have no information on this interest, you can tell the parent that you will see what you can find out for her that week or suggest a source she can check herself).
- information from other parents about their experiences;
- vignettes from your own experience (personal examples that seem very relevant);
- handouts that you have prepared or obtained;
- articles that parents have brought into class.

When you discuss an interest, use your sources of information and support in an informal and spontaneous way; be aware of the nature of the discussion and how much additional help is needed. Be sure that group members have the opportunity to be helpful instead of assuming that everything of value must come from you. You can provide such opportunities by asking the group, "Have any of you been in a similar situation (or had a similar experience)?" Parents usually like to learn from peers as well as from the group leader in parenting classes.

Concerns. When a concern is voiced, usually after basic lecture material has been presented, the discussion should revolve around the parent finding out for herself how the problem developed and what is causing it to continue. By teaching parents to ask themselves questions and employ problem-solving techniques, you can help many parents learn how to analyze and resolve their own concerns. As the series proceeds, parents tend to help one another by asking some of the probing questions that are needed to clarify a situation. A great deal of class time is often spent helping an individual learn how to analyze a problem in detail. After a problem or concern has been analyzed, various suggestions can be made by the group and by you to help resolve the problem. When dealing with concerns, sharing real-life experience seems to be more useful than lecture notes or handouts.

Helping Parents to Problem Solve

A major goal of the program here is to help new parent groups learn more about problem solving; this will enable them to cope more successfully with the child rearing problems they will encounter in the future. It will also allow parents to go beyond a superficial solution, to learn how to look beneath a child's behavior to understand its meaning and come up with useful resolving techniques. Asking the group to explore their own experiences with expressed concerns can add to parents' understanding of problem solving.[2]

When a parent voices a problem or a question, it is easy for other group members to offer quick solutions at the symptom level. Questions from you that examine the whole concern on a deeper level, however, will enable all participants to get a fuller picture of the problem. The following kinds of questions promote discussion that result in increased understanding of a problem.

What? What is the expressed problem? What are the details of the specific incident?

How long? How long has this problem existed? How has it been handled up until the present?

Where? Where does the problem occur? (Only at home? Other places? Certain rooms?)

When? Does the problem occur at a certain time of day? Is there a time pattern to the problem or the child's behavior? To your feelings? Does the problem surface when you or your spouse is busy? When the activity level of the family is high? Or when the family is tired?

Who? Who is around when the problem occurs? Only one parent? Both parents? Are your child's friends involved? Other adults?

Why? What is the child's state of mind? How do you think he's feeling? What is the child trying to communicate? How are you, your spouse, or others responding? What are your (their) feelings? What circumstances lead up to the incident? Is there a pattern? What is expected from the child? Is this expectation realistic for his developmental stage? Have your expectations been made clear to the child? What are you and your spouse expecting from yourselves? Are there circumstances in your or your spouse's life that could be influencing this problem? Do you or your spouse have important needs of your own that aren't being met? (Appendix E is a guide for parents to use in their problem solving.)

Summarizing the major points of a discussion can be a useful follow-up for increasing the understanding of a problem. At this point you can ask the parent who voiced the concern if she feels it was addressed sufficiently. If it was not, or if the concern is particularly detailed or problematic, you may wish to arrange a separate meeting or telephone conversation to successfully analyze and help resolve it. Talking with parents individually during coffee breaks also allows you an opportunity to discuss in detail those issues that are immediately important to them.

Note: Occasionally a parent will offer ideas or opinions to the group that you realize are incorrect or inappropriate. Correcting the misinformation is, of course, necessary, and it can be tactfully done by saying something like, "Although this certainly has been so for some people, I think we will generally find that . . . ."

Looking at Your Leading Skills

As you progress in your teaching, you may discover that some areas of your presentation or style need further work or refinement. Periodically asking yourself the following questions can help you to solve leadership difficulties you may encounter:

---

[2] In Parts II-VI, typical concerns have been analyzed in terms of underlying issues as well as the key questions to ask the particular parent and the group.

- Am I usually quiet or talkative during group meetings? Do I need to assert myself more than is natural to help the group keep its focus? Or do I need to be quieter and remember that I am a group leader, not a group member?
- How well am I listening to the parents and comprehending what they are actually saying? Do I tend to give quick solutions to problems? Do I tend to be analytical?
- Do I know how to ask meaningful questions to enable parents to find solutions to their concerns?
- How opinionated am I? Do my opinions come through easily in my communication with other people? Can I be open to other people's ideas without accepting them as my own?
- Do I offer a lot of information during a class or is it easier for me to flow with the way the group is moving, commenting in appropriate places?
- How is the balance of time for information versus feelings? Am I allowing both to happen?

Your own judgment on these questions, as well as feedback from parents at the end of a series and comments from co-leaders or other observers, should help you to focus on areas of group leadership you need to improve. (See Part I: 9 for further information on using group feedback to improve your classes.)

Solving Problems Concerning the Group

Even after discovering a group's characteristics and how to lead it, you should expect that some meetings will not go as well as others. There are many variables that may change and affect the group from week to week, including:

- how you feel;
- how the group feels;
- how the children are adjusting to playcare;
- what the discussion topic is.

Holidays, even extremes in weather, can have an impact on the way you and the group function.

Despite the many variables, you can use your experience and a variety of teaching techniques to provide most parents and most groups with satisfying class experiences. However, an occasional hard-to-manage situation may also arise, and it will be necessary to do something specific to prevent yourself from beginning to dislike a group member or even the group as a whole. Problems can result from disturbing individual styles or group styles.

Individual Styles

Individual styles can present a problem for the group or for the parent herself. Problems for the group include:

- the over-talkative person who monopolizes the discussion—this person needs firm limits imposed on her so she can learn from and learn to respect others;
- the person who interrupts—this person needs firm limits too;
- the person whose comments never refer to the topic at hand—this person needs to learn to think about what she says before she says it;
- the negative person who criticizes others—this person often has a poor self-image and needs to feel liked by the instructor;
- the "perfect" parent who, of course, has the "perfect" child—this person has usually not been able to face the discrepancy between expectations and reality and needs some gentle introduction to reality;
- the person who tries to assume your role—this person likes to be the expert, and needs to learn how to become a class member so she can benefit from ideas being given in the class.

When parents with these characteristics unsettle a class, reminders of the "ground rules" may be helpful. Talking to these parents individually, perhaps during a coffee break, and telling them tactfully but directly about the problem is usually a successful approach.

Individual style problems can also affect the parent herself. Problems are likely to occur for:

- the parent who is "different," that is, looks, dresses, speaks, or acts differently from the other group members, is less educated, comes from a distinctly different area, or the like—this person needs to become more comfortable and involved in the group and the other parents need to be made aware of her value to the group;
- the parent who is very quiet and rarely participates—she, too, needs to be made more comfortable in the group;

- the parent who thinks in very narrow, specific, or concrete terms—this person needs help in thinking in broader terms, but her viewpoint may be basic to her personality or cognitive style, and if so, it may be impossible to change;
- the person you take a dislike to emotionally—you need to determine the causes for your dislike and think of the person's strengths.

Group Styles

Some types of groups can be difficult as a whole; several of them are listed below, along with techniques to help you enable the group to grow and learn.

Group Style	*Technique for Instructor*
Very talkative but congenial.	Firm leadership is necessary in this case to allow everyone's participation.
Very talkative but critical of each other.	Try to prevent criticism, increase respect, and talk individually to members about their behavior and how it affects others.
Unusually interested in either emotional, philosophical, or concretely informational areas.	Since the group has expressed its major concerns, try to cover the preferred focus first and then strive to balance this during the series.
So diverse that group members have trouble talking about child rearing.	Emphasize the value of differences in the group and the similarities of feelings among group members.
Tense, tight; unwilling to share.	Since the members of this type of group tend to talk a lot but only at a superficial level, provide the parents with a great deal of individual support; you can encourage more sharing by using examples from your own personal experience.
Quiet.	Work with parents individually to bolster their confidence in the group; prepare to be more active and "information-oriented" than usual.

7

INCLUDING THE CHILDREN

Providing a program in which the children of the parents in your groups participate during class times can be a particularly worthwhile component of your child-rearing program. Including the children enables their parents to observe and learn from them, and it gives you an opportunity to get to know the children first-hand. It also gives the parents some relief from child-care responsibilities during the day; makes it easier for the parents to attend class (no need to find and pay a baby-sitter); and allows the children time to be with each other.

The Children's Program

At the community agency described here, the playcare staff for the children's program is made up of student volunteers. A nominal fee is charged each family to cover the costs of the play-care staff's supervision by the instructors. The program is divided into two parts: the Young Babies' Program *and* the Older Babies', Toddlers', and Two-Year-Olds' Playcare Program.

The Young Babies' Program

All young babies remain in the meeting room with their parents during class, unless a parent wishes a sitter to take her child—usually when the child is extremely fussy. During class, the babies often sleep in infant seats brought from home, but when the babies are awake they lie or play on a rug in the center of the parents' group. Many toys are available for the babies to play with, as well as a changing table with necessary supplies and a portacrib. A second room, several doors away, contains another changing table and more portacribs that the sitters put into use whenever a parent wishes them to. The room is far enough away from the parents' room so that parents will not become overly concerned about their babies' fussing as they fall asleep. This baby-sitting arrangement not only allows class sessions to continue with minimal interruptions but also provides an opportunity for the parents to begin a gradual process of separation from their infants in a positive way and at a level they can tolerate. (Usually two sitters are necessary for a class of ten babies.)

"Playcare" for Older Babies, Toddlers, and Two Year Olds

For the children of parents in the 7- to 14-months, 15- to 24-months, and 2- to 3-year-old classes, a separate play room with an adjoining playground is provided. The children in these age groups do not stay with the parents during the class. The indoor room is equipped with a large variety of toys and play equipment, a round table with small stools to use for snack time, a changing table with the necessary supplies, and a potty chair. A ramp leads from the play room to the playground, which is a grassy area containing a sandbox and toys, some crawl-through tunnels, and some bigger outdoor toys.

It is important that any playcare area provide both indoor and outdoor play space and that the toys and equipment suit the ages of the children who will be using them.[1] Though all your supplies for every age group may be on hand, it is most beneficial to offer only those toys and equipment the particular age group is interested in and can manipulate, and to rearrange the room so that the needs and activities of each particular group can be handled. Music boxes, toys that make a response when touched, soft toys, records, nesting toys, and stackers are probably best suited to 7- to 14-month olds; push toys, dolls, books, simple puzzles, surprise toys, records, balls, and a small slide for 15- to 24-month olds; and records, puzzles, dolls, trucks, material for imitative play (for example, hats and brooms), construction toys (for example, Lego sets), blocks, balls, a slide, and books for 2- to 3-year-olds.

Another important feature is an observation window into the play room. Watching children when they are "on their own" can add a valuable dimension to your program by providing a unique learning experience for the parents. To accomplish this, a "one way" window and viewing room with a sound system would be useful. Observation in this manner enables parents to see their children from a very different—usually a less emotionally involved and more realistic—perspective. (See the section "Parents' Observation of the Children" on p. 34 for more on this area.)

Upon their arrival in the play area, children are greeted by the playcare person who has been assigned to them,[2] and are helped to get involved in playing by the playcare staff member and/or the parent (parents may wish to come a few minutes early to help settle their child). At the appropriate time, parents leave for the meeting room, assisted in separating from their child by the instructor, if necessary. (See Appendix F for parents' guidelines for playcare.) The different age groups then follow particular procedures.

Older Babies (7-14 months). Since the babies in this age group spend much of their time sitting or crawling, toys are set up on the floor (which is covered with a rug). Snack time occurs midway through the period and also takes place on the rug. The babies enjoy finger foods and juice or a bottle from home. Play time continues throughout the time the older babies are in the play areas. Each playcare student is responsible for caring for one or two babies, offering them specific toys, giving comfort, playing with them, and seeing to their needs.

Toddlers (15-24 months). The children in this group are comfortable using all the play equipment in both the inside and outside areas, and do so throughout the play time. In addition, the playcare staff lead games such as "Ring Around the Rosie," read stories to the children, take small groups of toddlers on walks, play records and encourage music-related activities. Each sitter feels comfortable caring for two children in this age group.

Snack time for these children is at a table, inside or outdoors. Juice, milk, and finger foods are provided and parents are asked not to bring bottles to avoid difficulty for those children who no longer use them. Children are encouraged to stay at the table while eating to prevent spills or stickiness in other parts of the room.

Two-Year-Olds (2-3 years). Like the toddlers, children in this age group can use all the available play equipment and enjoy a snack at an indoor or outdoor table. They also become involved in many kinds of crafts activities, such as drawing with felt-tip pens, using playdough, blowing in water with straws, tearing paper and pasting, and painting. They are able to do more climbing than the younger children and also enjoy walks. Each playcarer is assigned to two or three two-year-olds.

The Playcarers' (Students') Program

The desire to include children in the parenting program described here provided the impetus to find an ongoing source of people who would enjoy being with young children, take good care of them, and receive personal or academic benefits as the children received good care. Over a period of time, the most mutually beneficial relationship developed between this program and several local colleges. It is of course possible, however, to employ suitable community volunteers or members of service organizations, professional baby-sitters, retired people, or pregnant women interested in gaining experience with babies and young children if student volunteers are not available.

---

[1] For more detailed information on the organization of and provisions for play areas, see *Day Care 2, Serving Infants* by Dorothy S. Huntington et al., 1971. (Order stock #1791-0164 from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.)

[2] Students are assigned to specific children for the length of the series. See the next section for details concerning the student program.

Finding a Playcare Staff

The plan for student involvement in this child-rearing program was developed through meetings with instructors in psychology and related courses at local colleges and universities. It was determined that course credit would be available for the students involved, to encourage their commitment to the program and to guarantee high-quality care for each child. Students work with the children depending on their class schedules; you will need to schedule parent classes in relationship to this factor if you wish to have a student staff (for example, the young baby and older baby classes in the CHC program are scheduled in the afternoon; the toddler and two-year-old classes are scheduled on the one morning each week that local college students are least likely to have classes.)

When you interview students or other potential care providers for your program, you will need to explain the objectives (see Appendix F for the details) of the students' experience. Since you will be looking for loving yet responsible people to care for the children—people who will enable the parents to feel comfortable and confident that their children are being well taken care of—you will be looking for students who are capable of being:

- reliable in their attendance;
- responsible in their child care functions (including being able to take and follow instructions from you and the parents);
- alert to the safety and well-being of all the children for whom care is being provided;
- flexible in their approach to children;
- a member of a team;
- a provider of objective feedback to parents.

You should assume that students know little about caring for infants and young children and let them know that they will have training before the first class and throughout the series. After an initial interview with each student, those who will be participating in the series are asked to meet with the instructor 30 minutes to one hour before the parents' orientation session to begin training.

Training the Playcare Staff

Training is initiated by the instructor with both written handouts (see Appendix F) and verbal information, and is enriched by questions students ask. A variety of topics is generally covered, including:

- the need to treat children in a calm, gentle, supportive, and careful fashion;
- the basics of child care, such as diapering and feeding;
- how to play with children;
- how to handle conflicts;
- limit setting (no sand throwing and the like);
- ways to help parents and children separate;
- the need to be objective, rather than subjective, when talking to parents;
- the schedule for the day, including when an observation will take place and when to provide food for the children;
- the assignment of specific children to students.

During training, it is important to relate your program's philosophy to the students so that they may function smoothly within it. It is also important to present information to playcare workers in a manner that will encourage their commitment to the program and make them feel they are part of a professional team providing an important service.

Providing a Playcarers' Curriculum

In this child-rearing program, students are encouraged to sharpen their observation skills by watching and reporting on the children they are caring for, and are introduced to the problem-solving techniques that the parents are learning. Instruction is given after every class during a series. The instructor is responsible for teaching the students about the general normal development of children in that specific age range. The individual development of the children and parents in the class—stressing each person's uniqueness—is also discussed. Through discussion, questions, shared observations, and readings, the instructor leads the students to a broader grasp of child and family development (a suggested curriculum is shown in Appendix F). Below are a number of ways to increase students' awareness, have informative discussions, and meet the curriculum objectives.

- Have each student keep an ongoing diary or journal about one or two of the children in the class. Ask the students to describe them and their activities from week to week and distinguish between the two children. This activity can help students sharpen their observation skills and can give you valuable information about each child in the group.
- Have one student at a time rotate out of the play area to observe the entire group for a short period. This assignment will again aid observation skills and offer students an overview of the group, as well as enable them to watch children other than those each is caring for. With unpressured time to observe, students will be able to focus on individual differences among children.
- Give the students a topic, question, or area of development to focus on during the time they care for the children. They can rotate out of the group to observe the children and answer the relevant questions, or write up answers and/or observations just after the children leave. The topics and questions can be the basis for post-class discussion. (See Appendix F for a list of possible observations and several sample student curriculum observation forms.)

As the series progresses, students generally develop warm relationships with the children and their parents, enabling the post-class discussion to become broader and deeper in scope. As students become more aware of parent-child interactions, discussion can extend into such areas as family dynamics and philosophies and theories of parenting. Playcarers are concerned about the families they work with and are pleased as the family members show growth.

Evaluating Playcarers' Skills

At the end of each series or period of time a college student has been volunteering, the instructor who has worked with her evaluates the student's performance in the program. This usually entails a short written report that is sent to the student's college instructor. The report may include comments on the student's reliability, willingness, and competency, as well as other points important to her college. A more detailed method of evaluating the student's attainment of the curriculum objectives can be found in Appendix F.

Parents' Observation of the Children

Observing the children each week gives most parents in child-rearing classes a great deal of pleasure and knowledge. Watching their children function in a group setting allows parents to discuss the children's actions, acquire observational skills, gain more knowledge about the development of the age group of the children, discover differences and similarities in children and parents, and have a better understanding of their own child. Observation of both young babies and older children can be a unique part of your program.

Observation of Young Babies (one to six months)

Since little babies will most likely remain with their parents during class time in any parenting program, observation of their activities will be ongoing. If the class structure is flexible, it will be possible to interrupt a discussion or any part of the class time to watch what the babies are doing. You can try to focus observations on activities that relate to the topic under discussion, but the babies' actions may not always fit your plans, for example, the babies could be sleeping when you are discussing language development and you want to listen to them. You may decide instead to stop a class and observe the babies at any time you feel they are doing something that is appropriate to any of the topics that will be covered in the class, for example, stop to listen when a baby begins to make babbling sounds (language development) even though you're discussing nutrition. The most important part of observing, however, can be simply taking time to appreciate and enjoy the babies, pointing out a light moment or an interesting action.

During periods of observation, you can help the parents in your class to appreciate the uniqueness and individuality of each baby by avoiding any comparisons or statements that would make one parent feel her baby was "behind" the development of another baby of the same age. All babies grow at their own rate and babies often concentrate on only a few skills at any one time in their development. Parents will often note that their child is doing something he or she was unable to do at the last class, and this kind of self-comparison can be informative.

Observation of Older Babies, Toddlers, and Two- to Three-Year-Olds

The ideal way to observe children who are cared for in their own playroom is to watch them from an adjacent room that has a large one-way window and a sound system. In such a room, parents are free to observe the children and to talk, without the children or the caregivers being aware of their presence. If this kind of observation is not possible, there are several alternative ways to consider:

- Arrange playthings in the center of the parents' room and let a few of the children at a time play there for short periods of time each week and be observed;
- Have several parents observe in the children's play area each week;
- Have several parents care for the children each week and observe them during that time;
- Take the children to an outdoor setting and have all the parents observe the children at play.

No matter where the observation takes place, be sure that all the parents involved can see all the children and hear one another's comments.

If the class is to observe the children through a one-way window, you will need to decide at what point in the class this will be done. In general, when an observation of the children is made *at the beginning of a session,* parents see how their children are adjusting to the playcare situation and are usually calmed by what they see; they relax and are more likely to participate comfortably in the discussions that follow. Immediate observation, however, does not work well with a group of children who find it hard to adjust to the new routine or separate from their parents.

Observing the children *in the middle of a session* can be interesting and valuable because the children are usually quite involved with activities at this point. However, you will most likely be discussing the week's topic at that time, and the observation will disrupt the discussion. If the discussion is involved, the group will not be ready to stop. But, if two topics are being presented during that session, observing between them can be a valuable break. (If children are observed in the parents' room, the middle of a session is the least valuable time to schedule it, since this would involve a second separation time during the class.)

When the topic has been lengthy and the observation is intended to be short, the *end of the session* is the most valuable time to observe the children. However, by the end of the class, both the children and the playcare staff are frequently tired. Although all of the observation times have certain drawbacks, the parents enjoy and value this experience at any time it occurs.

Topics for Discussion

When the parents observe their children, you may wish to tie the observation to a specific topic. The topic can be one under discussion in the class that day or relate to a wide variety of concerns, skills, and feelings. Below are a number of topics that observations could center around.

- Parents' feelings about observing and discussing their children.
- The individual style of each child in the group.
- How children separate from their parents and how their parents feel when separating from their children.
- Communication of needs to caregivers.
- Learning to watch other children beside your own.
- Emotional occurrences and how they are handled by the children.
- Play interests.
- Curiosity.
- Sex differences.
- Motor development.
- Social skills.
- Language.
- Current questions of parents in the group.
- Changes of the children over the duration of the series.

During the first few classes in a series, parents may be so fascinated and intent on watching their children that it may be too difficult for them to concentrate on a single question or topic. In this case, simply let the parents observe and ask you or each other any questions that come to mind. When appropriate, you may wish to structure the observation somewhat, using one of the following techniques. It is wise to vary the structure throughout the series, since this helps to hold the parents' interest and helps them discover different ways to observe their children.

- Mention a number of things that could be observed such as activity level and play interests, and make some observations about each child. This shows parents how to observe the children and how to discuss what they are viewing.
- Pair the parents and let them talk to one another, in free discussion or in discussion guided by specific questions. Have them observe their own child and their partner's. This technique allows parents some time to get to know one another better, and it is often easier for parents to talk about their child with one person than an entire group.
- Ask a question and have each parent respond to it verbally. For example, "How does your individual style compare with that of your child?" "What did your child do when he separated from you today? How is he now?"

Appendix F shows the details of how to conduct playcare observations with parents using various techniques and, several observation topics.

Flexibility and Unpredictability in Observing Children

Most parents enjoy observing the children because they can talk and be open with each other—they can share positive and negative feelings about their child and parenting in general. On occasion, however, parents can become anxious or defensive about their child's behavior during the observation, and the observation time then will not be as enjoyable. Parents may find the child care inadequate or not to their liking, or say that their child is tired and normally does not act this way. Parents, too, can become so engrossed in watching their own child that they do not hear what the other group members are saying. When parents become angry, defensive, or withdrawn, it is often helpful to ask them what they would like to see done at that point. Depending on how they react, you would then decide to help them with their feelings about the handling of their child, help bring their child out of playcare if he or she seemed very upset or very tired, or whatever seems appropriate.

Individual children, too, will have both pleasurable and difficult times during observation periods. A child feeling sad at separation may be bursting with joy three minutes later when his parent is watching through the observation window, or a happy child may being crying after a toy is pulled from his hands. Remember that children will have ups and downs and that all observations will not go according to plan.[3] If you are focusing on a particular topic and the child does something special, such as walking for the first time, you will obviously want to observe this instead of the planned observation.

Since the observation time can vary greatly, you need to be prepared for a variety of occurrences as well as be flexible in your approach. Observations will not always tie in with the class discussion, and the feelings of the group or behavior of the children can sometimes change your plans. If the tone or direction of the observation changes in a meaningful way, allow your plans to flow with it; if the discussion moves in a negative or valueless way, bring it back to the central topic. Demonstrating and verbalizing good observation skills will help parents to develop them as well.

---

[3] More information on observing children can be obtained from *Observing and Recording the Behavior of Young Children* by Dorothy H. Cohen and Virginia Stern (New York: Teacher's College Press, Columbia University, 1978).

8

CLASSES FOR FATHERS

If the child-rearing classes you decide on are focused primarily on mothers, you may wish to include a meeting for fathers sometime[1] during each series. Fathers need a chance to discuss their child-rearing concerns just as mothers do. Holding a class for them will give them an opportunity to share their fathering experiences with others in their same situation and to explore the question of "how to be a father."

Pre-Class Preparation

You will most likely need to do a number of things before holding the fathers' class: do some refresher reading on "being a father," think through an outline of areas to cover, and perhaps send a question home to the fathers a week or so in advance to determine the areas they would like to learn about and discuss.

The most convenient time to hold a fathers' class is usually on a weekend morning. Expect this class to last the same length of time as your usual classes. The meeting room and playcare facilities should remain as they are organized for the mothers' classes. Relevant books and copies of handouts from the series can be displayed for the men to look at.

A Class Format

The most beneficial format for a fathers' class is likely to be a general, flexible one that allows you to structure the time but deal with the fathers' interests and concerns as they arise. After you greet and give name tags to each participant and after the children are settled in the playcare room (the young babies stay with the fathers), the following items might be included in your agenda:

1. *An explanation of the parenting program—why it was started and how it's organized.* This introduction enables fathers to understand that the program represents an attempt to put together information about children that is often haphazardly obtained by new parents. It also tells them that the class series provides a support group where new parents can share ideas and talk with each other about problems, solutions, and feelings.
2. *An explanation of how the topics were chosen for the mothers' class, i.e., how the series outline was formed.* The fathers will learn that each class series is organized around topics of interest to the mothers in that group. They may be interested to know which topics their wives have chosen to discuss.
3. *Introductions.* You can introduce yourself in a little more detail at this time; tell about your background and the ages of your children, etc. Have the fathers introduce themselves by telling

---

[1] It is helpful to know the mothers and children before holding the fathers' class. This often takes three or four weeks; the fathers' class could be held anytime from that point on.

their names and their children's names and ages. It is also useful at this time to let the fathers know some of your expectations. For example, "We hope you will try to share your experiences as openly as possible. We know that all of us have more we can learn as parents and that there are no Super-Dads or Super-Moms. We are going to try to learn from each other today rather than impress each other with how 'great' we and our children are." (Since it seems to be harder for men to share openly at first than it is for women, you may have to find a method to use to remind the fathers of your expectations as the class proceeds.) You could also enable the fathers to have their opportunity to 'boast' during the introductions by also asking them to tell about something that really pleases them about themselves and/or their children.

4. *A discussion of the fathers' concerns.*[2] To begin a discussion, you might start with "Since the purpose of this session is to help you with some of the child-rearing issues you're confronting, I'd like to ask each of you to think for a minute about what you'd like to learn more about and discuss with the other fathers. Then let's go around our group and find out what's on your mind." At the appropriate time, ask one of the fathers to start, and then continue around the group until each man's interests have been discussed with the group. Keep the discussion on one topic and be sure one father is finished before going on to the next. Some of the questions fathers often ask are:

- What do other men do when they're with their children? What does a good father do?
- What changes have occurred in other couples' social lives now that they're parents?
- What changes are occurring in other couples' marriages because of their new roles?
- How do different families share child care and household chores?
- How do other men feel about being fathers?
- When and how do other fathers discipline and set limits for their children?
- When fathers work long hours, how can they spend quality time with their children and also have time for themselves?
- What do other fathers expect from their child? Are their expectations in line with the behavior appropriate to the child's age?
- What kinds of differences are occurring between husbands and wives in their approaches to child rearing?
- What changes in the family can be expected as a couple has more children?
- Why do children behave the way they do? How do things look from a child's point of view?

Letting the fathers decide the areas to be discussed seems to help them talk about what is really on their minds. Since the men generally don't want to hear a lecture (although pertinent comments from your own experience may be appropriate), avoid being the only one to offer information. *Encourage the fathers to respond to and ask questions of each other.* If fathers ask you specific questions, you may feel it is more appropriate to turn them back to the group at least some of the time, asking, "How do the rest of you feel about this issue?" This approach encourages the fathers to learn from each other, something especially important here, and to work out their own individual approaches to parenting. In addition, a female instructor's approaches to problems under discussion may not be appropriate or plausible for the men.

5. *A coffee break.* If the discussion begins to move in a non-productive or confusing direction, a coffee break can be helpful before bringing the conversation back to a useful focus. Coffee breaks in fathers' groups, however, often interrupt the "family" focus of the discussion because work and/or sports are often brought up during breaks. Coffee breaks are not as valuable in fathers' groups as they are in mothers' groups.

6. *Observation of the children.* If the class is for fathers of little babies, the children will be in the room and the observations can be ongoing and flexible. (See Part I: 7 for information on observing young babies in mothers' classes.) For the other classes, a specific time should be planned for the fathers to observe the children, using the same facilities as those used for the mothers' classes. Observing at the beginning of the class gives fathers who are uncomfortable about leaving their child with the sitters time to watch the

---

[2] The men often feel more comfortable during the discussion when there is also printed material to refer to; you can use some of the handouts that have been prepared for the mothers' classes, especially those on children's development and play.

children adjust to separation. It also gives them a chance to discuss with each other how it feels to separate. Observing at the end of the class gives the fathers a chance to first complete their discussion and then end the class by watching the children, who have adjusted by then to the setting.

During the observation, ask each father to point out his child and comment on what he observes. The resulting discussion during the observation time and later can then be based on questions and comments the father have about the children. Encourage the fathers to comment and question freely. If they don't have many questions, you can direct some of the following to the group:

- What signs of comfort or discomfort do you see in the children?
- How occupied or unoccupied are the children?
- What interests do they show in their play?
- To what extent are the children involved with each other and with adults?

In addition to the questions you or the fathers address to the group, you can also provide a brief description of norms in several areas, such as language, social, and motor development. This kind of information enables the fathers to see how the children are similar and individually different.[3] It also gives them a broader perspective on behavior and a better understanding of how children progress through the various stages of development.

7. *A summarization of the major topics discussed.* Conclude the session by commenting on why the areas that were discussed are valuable to think about as the men work to define their own styles of parenting. This can help to put the discussion into perspective. You may wish to distribute pertinent handouts or refer the fathers to appropriate sections of child-rearing books.[4] It is also possible that the fathers would like to meet again as a group.

Developing and Determining the Direction of Future Fathers' Classes

Separate classes for fathers were started in the program described here after groups were initially offered to mothers and fathers together. The couples' groups were discontinued because they did not adequately support or meet the needs of both parents. During the classes, the mothers did not develop relationships with each other since each husband and wife tended to relate primarily to each other and usually one of them spoke for both to the group. The women also avoided delving into their practical, everyday concerns about child rearing because they felt such concerns would not be of interest to their husbands. The men tended to talk about theoretical and future-oriented kinds of child-rearing concerns and these were concerns that were not of immediate interest to the women. When it was seen that the couples' program was not workable, classes directed toward women were established and a one-time or, if requested, two-time class for fathers was incorporated into each series.

If fathers in your area seem interested, it is possible to develop other kinds of child-rearing classes to involve them in. One of these could be an ongoing fathers' series in which they could discuss their concerns, perhaps meeting once or twice a month or as frequently as desired. Another could be a couples' group in which husbands and wives talk together about their relationship as a couple while being parents of very young children—their feelings, concerns, and the changes they are experiencing—rather than about child rearing. This type of group could offer a boost to couples working out their relationships and could help them enhance their "coupleness" as parents of young children.[5]

---

[3] Fathers may be bothered if their child behaves differently than the other children (e.g., cries more, doesn't eat his snack, etc.). You should be alert to this so you can help the father with something troubling him.

[4] Suggested books for fathers to read are: *How to Play with Your Baby* by Athina Aston, (Larchmont, N.Y.: Fountain Publishing Co., 1971); *What's a Father For?* by Sara D. Gilbert, (New York: Parents' Magazine Press, 1975), and, *How to Father* by Fitzhugh Dodson (Los Angeles: Nash Publishing, 1974). Additional references can be found in Part II:4 (p. 87) and Part VI:6 (p. 374) and 7 (p. 387).

[5] See "Husband-Wife Relationships", Part VI: 7 of this manual for details on devoting a class to this topic.

9

CONCLUDING A SERIES AND PROVIDING FURTHER SUPPORT

When a series draws to an end, parents may have a great deal on their minds. You will need to evaluate their reactions to the series as well as discuss their feelings and suggest ways for them to receive continued support.

Evaluating Reactions to the Series

It is helpful to determine how well you worked with a particular group and what the positive and negative areas were for each parent. This information can be obtained by using evaluation forms. Parents' responses can then be used as a guide to develop future series. For example, you can discover if there is a particular area of your teaching style that needs work (this will be evident if you receive many comments suggesting that the instructor talked too much and didn't allow enough time for group discussion or allowed a few parents to monopolize the discussion) or if you need to learn the content of some areas better (this will be indicated by comments that imply specific questions were not answered adequately or not covered). You will also hear if parents were not pleased with the time the classes were held (nap schedules were interrupted), if husbands should have been more involved, and other individual remarks. Be aware that evaluations can be excellent reasons for making changes in your classes, but before you make any changes, be sure that many parents would benefit from them. (If no negative consensus occurs in your evaluation, there probably was no major flaw in the presentation of the series and you are to be congratulated. It usually takes some time and experience, however, before this happens.)

Evaluation forms can be completed by the parents at home before the last class or at some point during the last class session. If you ask the group members to complete the forms during class time, do not engage them in a discussion of how the series went *before* they fill out the forms; avoiding previous discussion will encourage honest and uninfluenced replies. It is generally not useful to have parents take the forms home after the last session and plan to mail them back; few are actually returned that way.

There are a number of evaluation forms that can suit your purposes, and naturally you should develop or select the one you feel will be most useful. Appendix G shows a suggested form that measures overall satisfaction with the course and also asks participants specific questions about how the series went for them.

Continuing Group Support

Discussing Further Classes

At the end of a series, parents are often interested in learning about child-rearing classes that will be offered in the future, how to enroll in them, and when they will be offered. It is very important to listen to their questions and have specific answers when possible. Usually parents find child-rearing classes helpful, and once they have attended some, they realize that the classes meet an important need. If you will be unable to provide later classes within your program, it will be important to determine which such classes will be offered or find people who are interested in developing them.

Encouraging Regular Get-togethers

It is hard for many parents to separate from a "caring" group. You will need to talk with the group about their feelings and encourage them to meet without you after the series ends. Making suggestions, such as who should lead the group (members probably should rotate), what the focus for discussion could be (help them think of a few), where to meet (probably in homes on a rotating basis), and what time of day to gather (perhaps evenings without children or the same time the classes have been meeting) can help continued meetings become a reality. Planning a specific class reunion can get the continuation process going and should lessen the group's feelings of abandonment.

Reunions

You can help a group plan a reunion by suggesting a number of formats for it: an informal get-together, a question and answer period, or a time to discuss a topic that was not covered in class. Reunions are generally held at a group member's home, with or without the instructor present, and occur a few weeks or up to a month after the series ends. Whether or not the class decides on a simple gathering or a discussion period, homework assignments that were turned in during the series can be returned to the parents during the reunion. Most parents enjoy keeping their work and think of it as something like a diary.

Continuing Individual Support

Parents will benefit greatly from the information and support your program provides, but after a series ends they may still need occasional advice or assistance. In the program described here, this support has been made available in two ways: a telephone consultation service ("warmline") and in-person child-rearing conferences. (A telephone consultation service may already be available in your community.)

A Telephone Warm-line Service[1]

The warm-line service offered by this parenting program provides advice for child-rearing problems that a family with young children often experiences. The service is provided at no cost for parents who are currently enrolled in or who have taken any of the class series.

Parents of newborn to kindergarten-age children are the focus of the service. When a parent needs help with a problem (e.g., a baby's or young child's poor sleeping habits, limit-setting problems, sibling rivalry, handling the adjustment to a new baby, or a general need for support), she calls the warm-line number and asks for her class instructor. If the child involved is much past the age the particular instructor specializes in, then the instructor of the appropriate older class returns the call. If the call is urgent, the appropriate instructor is notified and immediately tries to call the parent. If it is not urgent, she calls the parent within a day or two, usually in the evening when the children are most likely asleep and the mother can concentrate better. Calls typically take about half an hour.

Staff members use information given in Parts II-VI of this manual and their general knowledge and experience to help parents with their concerns. They question the parents (appropriate questions can also be found in Parts II-VI) to pinpoint their concerns. After working with a parent, instructors encourage her to call back in a few days if further help is needed. Instructors may also suggest that a parent meet with her for a child-rearing conference. Or, if they feel a particular parent needs more assistance than they can give, they recommend a number of other sources the parent can call (for example, pediatricians for medical problems, psychologists or psychiatrists for emotional problems, speech and language therapists for speech problems, marriage counselors for marriage problems).[2]

---

[1] The original warm-line concept was developed by the PIPS program at the Cedars-Sinai Hospital in Los Angeles. Further information on their approach to telephone counseling can be obtained from Preschool and Infant Parenting Service, Thalians Community Mental Health Center, Cedars Sinai Medical Center, 8730 Beverly Blvd., Los Angeles, CA 90048. A warm-line program is also available through Jewish Family and Children's Services, 1600 Scott St., San Francisco, CA. 94115.

In-person Child-Rearing Conferences

Individualized help is provided in child-rearing conferences for parents who are finding themselves concerned about aspects of their child's behavior, their relationship with their child, or relationships within the family unit. These conferences deal with concerns that are considered to be normal or typical child-rearing problems. Specific concerns can include parents being upset and guilty over their inability to feel as happy as they expected to in their new role; not really knowing what to do with a new baby beyond basic physical care; not knowing how to play with a child or what a baby or young child should be learning; problems in setting limits; understanding and handling a child who "whines"; being bothered by a child's way of playing with others; wondering if a child is too passive or too aggressive, and what to do about it; deciding if a child is ready for preschool; and problems in changing expectations or understanding of a child as he grows older. Each conference is tailored to the style of the family involved, and is an ideal step between a psychoeducational group and psychotherapy. A fee is charged for these conferences.

Parents who come to these conferences are seen by a member of the child-rearing staff and bring their child whenever appropriate. During a conference, the staff member helps the parents to identify the problems and begin to look at some of the reasons behind the concerns. They also try to help parents understand what their child's behavior means and develop some changes and solutions for their concerns. Parents are seen for one or several sessions, and, if parents request it, a staff member may make a home visit where direct observation of difficulties is possible and realistic solutions for the particular family can be devised. As in the telephone consultation, parents may be referred to other sources if instructors determine a different or more extensive form of help would be more appropriate.

---

[2] See *Help for Your Child* by Sharon S. Brehm, (Englewood Cliffs, N.J.: Prentice-Hall, 1978) for suggestions about where to refer children whose problems are outside the normal range.

10

AN INTRODUCTION TO PARTS TWO THROUGH SIX:

THE FORMAT FOR PREPARING AND PRESENTING CLASS TOPICS

In the following pages, information is presented that will enable you to provide your parenting groups with an in-depth understanding of child rearing. The pages are divided into five parts: Part II, the major topics that are of importance to parents (especially first-time parents) of one- to six-month-olds; Part III, the topics for parents of 7- to 14-month-olds; Part IV, the topics for parents of 15- to 24-month-olds; Part V, the topics for parents of 2- to 3-year-olds; and Part VI, those more general topics that are of interest to parents of children anywhere between one month and three years.[1] Each topic in each age range provides important background information on the subject as well as the materials and strategies to use while teaching about the topic. The topics in Parts II through V appear in the order in which they are generally covered in Children's Health Council classes. In addition, many of the topics in Part VI are always included in each of the four age classes. Below you will find the format in which the information about each topic is presented and an explanation of each area's importance.

background/preparation

Goals to Work Toward in Presenting This Topic

This section offers an explanation of the importance of the subject. It describes the goals to be accomplished during the coverage of the topic, enabling you to focus your thoughts on specific points as you study and prepare to lead the discussion.

---

[1] The information presented in each of the following parts differs from the others in style since each was written by a different staff member chosen for her experience and expertise with the age group and for her ability to provide the best content material. Different teaching styles are reflected in each part; you are encouraged to adapt any of the styles or create your own.

Typical Parental Interests and Concerns About This Topic

Here are listed, in parents' own words, the main issues that most parents have questions about.[2] Knowing these major concerns will help to guide you toward the areas you will need to learn about.

Areas of Information You Will Need to Learn About to Teach This Topic

This section outlines the information you need to know to lead a valuable discussion. For example, before leading a discussion on nutrition, you will need to learn the following basic information: foods that make up a balanced diet, normal patterns of weight gain in children, ways to introduce new foods, and so on. You will need to be completely familiar with the subheadings in this section because the parents in your groups will expect you to have both perspective and knowledge about the topic.

Family Dynamics—What This Topic Means Psychologically to Parent and Child

There is constant interplay among family members; a child's behavior affects his parents just as the parent's behavior influences the child. Looking at the topic from both the child's and the parent's point of view will take the discussion to a new level and encourage greater understanding of parent-child interactions.

Sample Concern of Parents

In this section, a very common concern that many parents have is described. The format, explained in detail below, is designed to help you guide group members through a discussion of the concern in a way that will help them learn to problem solve on their own.

Concern	*Critical Issues*
The *Concern* stated is a composite of the most typical concerns many parents have on this subject and is written in the way parents usually phrase their questions about it.	*Critical Issues* highlights the points that are involved in the statement of the concern, showing that questions and concerns often have several parts. Breaking down the concern to its elements enables you to know which areas you must deal with to help the parent resolve the problem. (In an actual group situation you should identify the issues not only from the concern as stated, but also from any background information you know about the parent stating the concern.)

Key Questions

Key Questions contains suggestions for the kinds of questions you can use to elicit more detailed information from the parent. This information is necessary to enable parents to get a more complete understanding of the problem at hand. (Some questions are designed to involve the whole group so that discussion and in-depth thinking are encouraged.) It is important to choose appropriate questions and to phrase them so that they give understanding and support to the parent.

---

[2] The issues presented throughout Parts II-VI have been distilled from concerns mothers have voiced during five years of classes at the Children's Health Council; many of the concerns, however, are those of fathers as well.

Readings and Other Resources

Included in this section are a number of books and articles that can provide you with additional background information for the development and greater understanding of the topic. Asterisks indicate those resources that are highly recommended. Page numbers for books are inclusive; only the beginning page of a magazine article is indicated. (Addresses for ordering reprints of magazine articles can be found in Appendix A.)

teaching/presentation

Homework

The focus of the homework for the particular topic, to be given out the week before the topic will be discussed, is described in this section. Working on the material will help parents prepare their thoughts for a more productive discussion the following week. The homework assignment typically used by the instructors in this program is found in this section.

Practical Suggestions or Strategies for Teaching This Topic

Presented in this section are practical ideas for preparing to teach the topic. The unusual or special aspects of the particular topic are focused on since your awareness of them can contribute to the success of the discussion.

Mini-lecture and Lead-off Questions for Discussion

This section contains a sample lecture and presentation of the topic, and mentions some of the attitudes and information about the topic that are helpful for parents to gain. Each mini-lecture will need to be adapted to your own style and wording, however, since you will probably not be comfortable using another person's words. Specific ways to begin a discussion on the topic and particular ideas on how to keep a discussion going are also included. (Mini-lectures are printed in boldface.)

Additional Information for Parents

Some of the information and attitudes you'd like parents to grasp will be presented in your lecture. Much of the information you'd like them to know, however, will come from you and the group members during the discussion. This section offers you more of the information parents should be learning.

Handouts

Printed handouts are a way to extend or summarize information presented in a mini-lecture and discussion. The specific purpose of the handouts that accompany topics is explained in this section. The handouts are reprinted at the conclusion of each topic section, and are generally empirical and practical rather than theoretical.

After you read about and study each topic for your particular age group, also read about the topic in the preceding age range. This will give you a good picture of the focus and development of the subject as it relates to younger children, and can help you determine how to tie in the topic to where the children currently are. Depending on the stage the children are in and on the information (or concerns) the parents have, particular handouts from the younger age may be appropriate.

As part of a primary interest in the prevention of later problems, some of the handouts used in these classes provide screening devices and charts or information concerning norms, particularly in developmental areas. These handouts are included to make parents aware of expectations in particular areas and to enable them to be alert for signs of irregular growth or behavior.

Note: You will find it important to read some of the resources mentioned in each topic and to continue your own child and family observations. Without doing some of your own "spade" work, you will not have the depth of understanding to really be that "knowledgeable" person the parents need.

part two

TEACHING ABOUT YOUNG BABIES

(1-6 months)

1

CRYING AND SCHEDULES

background/preparation

Goals to Work Toward in Presenting This Topic

Many parents say crying and schedules are two of their biggest concerns. Listening to a baby cry can be incredibly painful, and getting used to the complete unpredictability of life with a new baby can be difficult as well.

The goals to work toward on this topic are: (1) to help parents understand and gain perspective on the fact that all babies fuss and cry and on why they cry; (2) to help parents become aware that many babies are unpredictable, some more, some less; (3) to help parents cope with the difficulties of listening to their baby cry; (4) to inform parents of the broad range of normal sleeping and eating patterns in babies and gain some ideas about ways to handle crying and fussing, structure sleeping and eating patterns, and balance a whole day.

Typical Parental Interests and Concerns About This Topic

Crying

1. Mindy cries a lot—several hours every evening. We can't find anything to help her stop and it's awful to listen to her. Is something wrong?
2. Heath rolls over on his back, wakes up and cries. We've been getting up and turning him over but would rather sleep. Will he learn to roll over by himself or sleep on his back—or will he keep depending on us to come in?
3. Our five-month-old is becoming fussier and often seems either frustrated or bored. Just a few weeks ago our days were relatively peaceful. What happened?
4. One minute Carla is happy and the next she's screaming. Why does she change moods so quickly?
5. No matter what time we have dinner, Colby fusses so we can never eat in peace.
6. I've heard that I should be able to distinguish cries and tell which ones mean hunger, fatigue, and so on. They all sound the same to me.
7. Is it possible to overfeed my baby if I nurse her every time she cries?
8. How long should I let Joshua cry before he goes to sleep?

Schedules

1. How much should I allow Daniel's schedule to decide what I do during the day? Is it necessary to always be consistent?
2. How long should we let the baby sleep in our bedroom?
3. My baby sleeps too much (or too little).

4. Our baby doesn't fall asleep easily, so we rock him. Then he wakes up when we put him down. I'm getting tired of all this holding and rocking.
5. Should I wake Elaine to feed her?
6. Jane wakes up at 5:00 a.m. and won't go back to sleep. Help!
7. Our baby was sleeping through the night for several weeks. Then this week he's started waking up wanting to be fed.
8. I worry that I'm not concerned enough about our schedule. I just stay flexible, but there must be something wrong since I feel tongue-tied when someone asks about our schedule.
9. I can't figure out when my baby should eat or take naps.

Areas of Information You Will Need to Learn About to Teach This Topic[1]

- Reasons why babies cry and how the reasons change as babies grow.
- Routines for comforting babies and coping with periods of crying.
- Common patterns of sleeping, eating, and crying and ways these "schedules" change as babies grow.
- Ways to establish routines and structure for a day with an infant.

Family Dynamics—What This Topic Means Psychologically to Parent and Child

Parents are often very confused about crying and schedules because their baby's crying is so painful to hear and because their daily schedules are often so unpredictable. Crying seems to demand a response but responding to constant needs can be terribly tiring. Demands and confused days can make the early months with a child very trying.

New parents also receive (often unsolicited) daily advice from others about crying and schedules. The ideas are often conflicting: "Don't pick the baby up every time she cries or you'll spoil her"; "Be sure to pick the baby up when she cries so she feels secure and loved"; "Let the baby tell you when she's tired or hungry since she can set her own schedule"; "Be sure to establish a consistent schedule and don't feed her more than every 4 hours." The advice can be confusing or unsettling. In the face of people who are sure they are communicating the right thing to do, a new parent can feel inadequate and incompetent about her own ideas regarding crying and schedules.

Often parents look to the baby to decide what he wants or needs but this often doesn't work since the baby doesn't know himself. Babies at this age need guidance to learn the patterns, the language, the customs of their world. Without this guidance the baby can become demanding and come to expect constant parental time and attention. Babies can learn either to mostly amuse themselves or to mostly be entertained; that they can get attention at any hour of the night or that parents are regularly available only during the day; that they need to find ways to comfort themselves or that their parents will provide comfort at their slightest whimper. Babies need a great deal of warmth, comfort, love, and attention in the early months, but they also need the guidance of a flexible routine.

Sample Concern of Parents

Crying Concern	*Critical Issues*
Our six-week-old baby cries for several hours every evening. Nothing seems to stop her. We can't stand to hear her cry and we worry that something is wrong, especially since the crying seems to be lasting longer and longer.	—Crying more frequent than parents anticipated. —Parents are unable to calm baby. —Crying upsets and worries them. —Crying is getting worse.

Key Questions

1. At what time do the crying spells start?
2. How long do they last?

---

[1] Much of this information, for this topic and all others in this part, can be found in the "Additional Information for Parents" sections of the topics.

3. Are there other fussy times during the day? How do you deal with these?
4. What is the baby eating, how often does she eat, and how much does she weigh?
5. What patterns have you noticed in the crying? Have these changed in the last few weeks?
6. What do you do about crying? What do you feel about what you've tried?

For the group

7. How have you handled periods of crying?
8. What's going on inside of you that concerns you about giving too much or too little to your child?

Schedules Concern	*Critical Issues*
When I went to visit a friend yesterday, the baby fell asleep in the car. So, instead of having his usual two-hour nap, he only slept 10 minutes. As a result he was really cranky and fussy last night. I feel I should be consistent and let him sleep in his own bed during regular naps, but then I'm cooped up in the house all day.	—Parent's concern about meshing baby's schedule with activities she wants to do. —Parent's attempt to find a workable schedule. —Parent's confusion over planning a day with her baby.

Key Questions

1. What's bothering you about your day?
2. What kinds of days have been most satisfactory for you in terms of patterns and schedules? Do you know why?
3. How many times a day do you go out with your baby?
4. What kind of daily structure feels right to you?
5. Think of the balance of a whole day. Does your baby have time by himself as well as with you? Does he have time outside the house as well as inside? Do you have some kind of time to yourself, to be with friends and with your spouse? What areas do you feel need more planning?

Readings and Other Resources[2]

*Brazelton, T. Berry, *Doctor and Child* (New York: Delacorte Press/Seymour Lawrence, 1976), Chapter 4.

*Brazelton, T. Berry, *Infants and Mothers* (New York: Dell Publishing Co., 1972).

Brazelton, T. Berry, "No One Likes to Hear a Baby Cry," *Redbook* (April 1978), p. 110.

*Burck, Frances Wells, *Babysense* (New York: St. Martin's Press, 1979), Chapters 6-8.

Eden, Alvin N., "Dr. Eden Discusses Crying," *American Baby* (November 1975).

Johnson & Johnson Baby Products Co., *The First Wondrous Year* (New York: Macmillan, 1979), pp. 90-101.

Leach, Penelope, *Your Baby and Child* (Westminster, Md.: Alfred A. Knopf, 1978).

Spock, Benjamin, *Baby and Child Care* (New York: Pocket Books, 1976), pp. 215-223.

Spock, Benjamin, "How to Comfort a Crying Child," *Redbook* (December 1978), p. 34.

teaching/presentation

Homework

The homework assignment "Baby's Current Patterns" helps parents become more aware of their baby's daily patterns. Keeping a simple journal like this can help parents see patterns that might otherwise not be obvious. "Baby's Crying" helps parents think more broadly about the reasons for crying and ways they can cope with it

---

[2] Articles from *Parents' Magazine*, *Mothers' Manual*, and *American Baby* are often good sources of current information on the topics in this part.

HOMEWORK

BABY'S CURRENT PATTERNS

(1-6 months)

An important method for you to learn to use to help you understand more about your baby's patterns and behavior is making notes about his or her day.

1. Use this paper to record the times your baby ate and slept during a three-day period. You can also record awake times, outings, or anything else you would like to keep track of. For example:

7:10	wakes up
7:20 - 7:45	nursed
7:45 - 9:20	awake (had bath, played, had fussy time, etc.)
9:20 - 10:15	nap

Parent's name ______________________ Date ________ Child's age _____

PARENTMAKING: A Practical Handbook for Teaching Parent Classes About Babies and Toddlers by B. Annye Rothenberg, Ph.D., Sandra L. Hitchcock, Mary Lou S. Harrison, and Melinda S. Graham. Copyright © 1981 by The Banster Press, P.O. Box 7326, Menlo Park, CA 94025.

HOMEWORK

BABY'S CRYING

(1-6 months)

1. There are any number of reasons for babies to cry. What seem to be some of the reasons for your baby's fussing?

2. A situation: It is 3:30 p.m. Your baby has been crying for the last 20 minutes. The crying is getting louder. You have tried everything you could think of. How do you feel?

   What could you do?

3. What specific concerns do you have about your own baby's periods of crying or fussing?

Parent's name ______________________ Date ________ Child's age _____

PARENTMAKING: A Practical Handbook for Teaching Parent Classes About Babies and Toddlers by B. Annye Rothenberg, Ph.D., Sandra L. Hitchcock, Mary Lou S. Harrison, and Melinda S. Graham. Copyright © 1981 by The Banster Press, P.O. Box 7326, Menlo Park, CA 94025.

Practical Suggestions or Strategies for Teaching This Topic

- The topics of crying and schedules work well together since in young babies crying is frequently related to patterns of sleeping and eating. The two topics generally can be included in one class session with time enough to deal with each separately and to discuss their overlapping points.
- Since parents' concerns about crying and schedules generally occur most frequently between their child's birth and four months of age, the discussion works well as the first in the class series. The discussion is often long, and questions about the topic may arise in other classes during the series.

Mini-lecture and Lead-off Questions for Discussion

Sample Mini-lecture on Crying

If parents had a guaranteed solution to the problems of crying and schedules, we'd all be a good deal more relaxed and confident. Though there are no prescribed answers for the concerns related to these two areas, there is a lot of information available to help us understand them. Let's talk first about crying and then go on to schedules and patterns.

Several current authors have written some strict commandments about crying: "Never ignore a baby's crying" and "Never let him cry it out." As parents, we know we need to try to respond to a baby's crying so he doesn't feel panicked and isolated. We also know that if our baby's needs are met at the right times, they become satiated, liberating us and our child. Premature efforts to develop a baby's powers of self-reliance result only in a greater need for attention.

But parents cannot pick up their baby each time he cries—not if they also wish to contribute to a loving home atmosphere and take proper care of themselves. All normal babies fuss without apparent physical cause—the average amount of crying is about an hour a day but individual babies may cry much less or much more—and their crying seems to have nothing to do with the quality of the parenting. Crying also gives no indication of a child's later personality and happens regardless of how a parent responds. Most experienced parents feel there are no serious ill effects if a baby is not picked up each time he cries. A warm and loving environment, they feel, is more important.

At this point you can ask the group what they've found to be some of the reasons their babies cry. Discuss their answers, and then talk about any of the following reasons that haven't been mentioned.

Hunger. Many parents automatically assume that every time their baby cries he's hungry; it's often hard to tell a hunger cry from other cries. Parents need to know that it usually takes at least two or three hours for a baby's stomach to empty, and if a baby cries before this time it can be for other reasons. Parents need not offer food automatically each time their child cries.

Fatigue. Fatigue is a very common cause of crying during the early months. An overtired baby, for whatever reason, becomes cranky and irritable. Sometimes nothing works to stop the crying—not feeding, rocking, a diaper change, or holding. Dr. T. Berry Brazelton in his book *Infants and Mothers* feels an infant's tendency to cry for certain periods (often at certain times of the day or night) is strong evidence that the baby is expressing some inner need to cry or let off tension. Also, the tension of a tired family can contribute to the crying of a tired infant at the end of a day. A fussy period may be what enables a baby to sleep for a long period afterward. Parents can try calming methods first—feeding, changing, cuddling, rocking, a pacifier—but if the attempts seem only to lengthen the crying, it's time to let the baby alone. Brazelton's solution is to have the parents let their baby cry for 20 minutes, then pick him up, love him, burp him, and put him back down to cry again.

A change from wakefulness to sleep or vice versa. Picking up a child has an alerting effect on her so it's really hard for a sleepy, crying child to sleep after being picked up. As painful as it is for parents, letting their baby cry for a few minutes before sleep can be crucial.

Loneliness. Babies can cry because they're lonely and want physical closeness. They may miss the warmth, closeness, and rhythm of the womb.

Too cold or too warm. Too much cold or warmth can result in crying. A baby's back should feel comfortably warm, not cold or sweaty.

Pain or discomfort. Causes of discomfort can be gas, air bubbles, irritated skin, or wet diapers. (Most babies don't care about this last possibility unless they have a diaper rash that's irritated by a wet diaper or when a wet diaper makes them feel cold.)

No cause. Parents can look for a cause for crying, but shouldn't feel badly if they can't pin it down or soothe their baby as quickly or as easily as they expected. Letting a baby cry when a reason for it can't be found is fine, as long as the baby has something to look at, to listen to, or touch; it gives the baby a chance to figure out how to get comfortable and depend on himself a little. Nothing may be wrong; perhaps just an off day such as adults have. Psychologists also tell us that a "bad" day of crying and fussing may indicate tension before a thrust into a new developmental stage. The quiet, peaceful days are usually those when a baby is operating on a consistent level and not responding to any kind of change.

Lead-offs for Crying

- Crying was one of the hardest things for me to cope with. The crying felt like someone was stabbing me and often my husband came home to find me crying along with the baby. What are some of the feelings you've experienced when you've had to listen to crying?
- How to handle fussiness in a baby greatly depends on what the baby's typical behavior is like (even though most books usually cite one kind of behavior and fail to mention the wide variety of babies). What have some of you done about crying? How do you feel about what you've tried?
- What causes you to pick up a crying baby?
- Do you have any theories about crying that influence your handling of it?
- What patterns have you noticed in your baby's crying? Have these changed in the last few weeks?

Sample Mini-lecture on Schedules

In thinking about schedules, your first reaction probably is "What schedule?" Mention an example from your own experience such as the one that follows. **One of the hardest things for me to get used to when I first became a parent was the complete unpredictability of my life with a new baby. It would have been a luxury to know when I'd have time to take a shower and brush my teeth. During our first months with the baby, it never failed but that her schedule would change as soon as I thought I could predict it.**

I have some information to share with you about general sleeping and eating patterns of young babies. But I want you to remember that whenever I talk about the age at which things tend to occur, I'm only talking about averages and showing you the direction in which your babies are heading. If I say that something is listed as occurring at six months, it may occur earlier or not until much later for your particular baby. And even with some guidelines for patterns of eating and sleeping, no baby is truly on a consistent schedule until around six months, and then usually only if he's been guided into one.

Now is a good time to distribute the handout "Average Sleep Patterns in Babies" and ask the parents to follow along as you expand on its information.

Babies usually sleep from five to six hours at a stretch at two months of age and ten or more hours some time between four and six months. As the length of each sleeping period increases, babies begin to take fewer naps; at two months they may sleep five hours spread out over three naps while at four to six months they may sleep two to four hours spread out over two naps. While the newborn may have a total of six to eight sleep periods a day, by six months these have decreased to about three or four. With each increasing month, you will need to think more about his awake time rather than just the sleeping and feeding of a newborn.

Young babies' feeding patterns are similar to their sleep patterns in that newborns have many more feedings a day than do six-month-

olds. During the first month, babies tend to eat about six to ten times a day with two of those feedings generally occurring during the night. By the second month, babies begin to need closer to six feedings a day. In the third month they eat five times a day and can generally wait a little longer for each feeding. By four months they are down to about four feedings a day, including perhaps some solids one or two times a day. At six months they usually eat three or four times a day, beginning to settle into a three-meals-a-day schedule.

As far as differences between nursing and bottle feeding go, babies who are bottle fed tend to sleep longer than nursing babies; breast milk is more easily digested than formulas and the stomach therefore empties faster However, some nursing babies sleep through earlier than others if their mothers are nursing fewer times (in other words, about the same number of times a day as bottle-fed babies) and the babies are getting larger amounts at each feeding, enabling them to go longer between nursings.

Most parents start out with a complete "demand" pattern in which they meet their baby's need at the time he expresses it. Later, some babies pattern themselves so that their schedule fits fairly well with the rest of their family's, but if this does not happen, parents may have to try to adjust their baby's schedule so their own needs can also be met. This isn't a negative manipulation of a baby but is a way to balance each day so that everyone's needs are taken care of. Even if a baby is placed on a very rigid schedule with precise times for feeding, sleeping, bathing, playing, and so on—something that isn't very common these days—he will do very well as long as he is in a warm, loving environment.

Some parents, particularly mothers, spend so much time with their baby during his first six months that he begins to demand a continuance of the same amount of attention, even at just a few months of age. It is very helpful if you can establish a comfortable pattern—for you and your baby—before this happens, somewhere between two and five months, that will be comfortable throughout your child's young years. Remember, though, as you establish a schedule, that it should be a very flexible one in the beginning, one that can be interrupted by teething, illness, house guests, and many other things.

Lead-offs for Schedules

- Discussing schedules is important because it has something to do with the whole of your relationship with your baby as well as with the atmosphere in your home. Since there is such a wide range of patterns among babies, let's find out how things proceed in each of your homes. Then, let's take as much time as we need to help each other with any sleeping, eating, and awake-time patterning problems.

Additional Information for Parents

Crying

- A certain amount of crying is inevitable for all babies between three and ten weeks of age. The peak period for length of crying per day is around six weeks.
- There's no easy solution to crying, but it helps to know that during the first three months it's a channel for letting off steam and getting exercise. The end of the crying periods tends to come when the baby can do other things, such as coo, babble, and smile.
- Parents can make their children have certain needs. For example, if they feed their baby every time she cries, she'll want to be fed whenever she cries.
- Parents often do more for a child (especially a first child) than the child needs, and then the child isn't as able to cope herself. Some child-centered theories imply that if children are given all they want, they'll become less demanding. This doesn't seem to work in practice. Instead, babies become more demanding and parents become very resentful.

Schedules

- The concern for their child's present and future welfare often means that parents must make demands and impose restrictions on him when he is able to handle them, even though these demands may not coincide with what he wants. Parents need to balance their baby's needs with those of other family members.

- The whole day doesn't have to revolve around a baby. Parents may bear the brunt of fussiness if regular naps are interrupted, but that may be far better than feeling resentful or frustrated about being cooped up.
- Parents often don't impose any structure or schedule on their child, thinking the baby knows what he wants. He doesn't, and may be guided into conforming with a reasonable schedule after the first few months.
- It's easy for new parents to be sufficiently overwhelmed by their new roles and responsibilities that they aren't aware of their baby's sleeping schedule unless they write it down for at least a 24-hour period. This may help them get oriented.
- If parents keep their house very quiet for their newborn, she may later be disturbed by any noise at all. Babies are highly adaptive, and if they are exposed to noise in the beginning, they will learn to sleep through it. The exposure can move them early on toward the pattern the parents want.
- Sleeping through the night is one of the most common problems parents face in the second half of their child's first year. Sleeping through may never have been established or the child may have gotten sick, had discomfort from teething, traveled, or in some way had his nighttime pattern disrupted. Babies will not go back to their former pattern or begin to sleep through the night unless their wakefulness is not reinforced, and the longer one waits to do this, the worse the problem gets. Thus, it is helpful for parents to have encouraged their baby during his first half year to sleep through the night. Even when a baby is a few months old, parents usually find that if they put their baby to bed at a reasonable hour, close their own and the baby's door or put him at the far end of the house, he'll be sleeping through the night in a few nights. Babies being guided to sleep through will often cry angrily about a half hour the first night, 10 minutes the second night, and not at all the third night.[3]

Handouts

The handout for this topic, "Average Sleep Patterns in Babies," shows the direction of sleep changes as babies grow during the first year. You may also refer to the article "No One Likes to Hear a Baby Cry" by Dr. T. Berry Brazelton, published in *Redbook* magazine (April 1978).

---

[3] From *Baby and Child Care* by Dr. Benjamin Spock.

HANDOUT

AVERAGE SLEEP PATTERNS IN BABIES

(1-6 months)

Newborn	—The baby sleeps an average of 15 hours per day with a range of 9-18 hours.
	—He may have 6-8 sleep periods during 24 hours.
	—He usually sleeps the longest stretch during the day at first, waking often at night.
	—The books say babies "sleep from feeding to feeding" (about every 2-4 hours) but this discounts all the crying, burping, changing, bathing, etc., that goes on in the meantime.
	—Babies get the amount of sleep they need (wide variation).
Sometime within the next one to two months	—The baby sleeps for longer stretches and less frequently. He's awake more during the day. This trend continues until about 6 months.
	—He can sleep as long as 5 or 6 hours at a stretch (at night, hopefully).
	—He may sleep 5 hours in 3 naps during the day.
Sometime within the next two to three months	—The baby begins to sleep about 10 hours at night.
	—Sleep patterns become much more predictable, and the baby can go to sleep on his own without being rocked, walked, etc.
Sometime within the next one to four months	—Around this time the baby's sleep decreases to 2 naps per day (usually one of the naps is 1 hour long and the other 2 hours).
	—He begins to sleep 11-12 hours per night (uninterrupted).

PARENTMAKING: A Practical Handbook for Teaching Parent Classes About Babies and Toddlers by B. Annye Rothenberg, Ph.D., Sandra L. Hitchcock, Mary Lou S. Harrison, and Melinda S. Graham. Copyright © 1981 by The Banster Press, P.O. Box 7326, Menlo Park, CA 94025.

AVERAGE SLEEP PATTERNS IN BABIES (continued)

About one year	—The baby typically sleeps about 13½ hours per day (range is from 9-18 hours), most of that uninterrupted sleep at night. He's beginning to move from 2 naps per day to one. —When the baby's nap time is changing, or when the baby is teething or sick, his nap schedule or his whole sleeping schedule may be very erratic.

PARENTMAKING: A Practical Handbook for Teaching Parent Classes About Babies and Toddlers by B. Annye Rothenberg, Ph.D., Sandra L. Hitchcock, Mary Lou S. Harrison, and Melinda S. Graham. Copyright © 1981 by The Banster Press, P.O. Box 7326, Menlo Park, CA 94025.

2

NUTRITION

background/preparation

Goals to Work Toward in Presenting This Topic

The feeding relationship that is established in a child's first year is important because the psychological patterns that result will influence a child's lifetime eating habits. A baby's nutrition also affects his mental and physical growth. Discussion of the whole range of nutritional issues with particular emphasis on what typically happens during the first year can help parents feel more confident with the way they are managing the feeding of their baby.

The goals for this topic are: (1) to help parents gain up-to-date information on nutrition for babies; (2) to help parents become more aware of the direction their feeding patterns are taking and of any feeding problems during the first year; (3) to give parents the opportunity to think about their own attitudes toward food; and (4) to give parents support and encouragement in their efforts in food-related areas.

Typical Parental Interests and Concerns About This Topic

1. How often should I feed my four-month-old baby?
2. Even after I've just fed Sarah, she tries to get her fingers in her mouth and seems hungry again. How can I know if she's hungry? Why else would she be frantically trying to suck her fingers?
3. My baby seems to be a little underweight. Should I be concerned?
4. My baby seems chubby to me. I'm concerned about what I've heard about fat cells. Should I do something about his weight?
5. When should I give Carolyn milk when she's eating solids too—before or after or in between solids?
6. Is it OK to use commercial baby foods or should I make all my baby's food at home?
7. Is there any point in avoiding additives such as sugar and salt during the first year since my baby will be eating what adults eat after that?
8. When can I start using cow's milk instead of formula?
9. Do I need to sterilize bottles?
10. My baby refuses to take a bottle. Since I'm nursing, I can't get away. Help! What do I do?
11. I have a problem with nursing (cracked nipples, low milk supply, weaning, etc.).
12. How do foods that I eat affect my breast milk?
13. How often should I give a bottle if I'm nursing so I'm sure my baby will continue to accept one? Should I use breast milk or formula?
14. How do I freeze breast milk?
15. If I'm breast-feeding, how long can I wait before starting solids?

16. What does an allergic reaction to food look like?
17. Should I give my baby vitamins and/or fluoride?
18. Should I use iron-fortified formula or give my baby iron drops?
19. How should I handle teething discomfort?
20. Should I worry if my baby sucks her thumb?

Areas of Information You Will Need to Learn About to Teach This Topic[1]

Breast-feeding.
- How to handle common problems.
- Use of supplemental bottles.
- Community resources to aid nursing mothers.

Formula feeding.
- Kinds of formula that are good to use.
- When to switch to regular milk.

Introducing solids.
- Age to start.
- How to start introducing the cup and spoon.
- Kinds and amounts of foods to use first.

Menu planning.
- Schedules for feeding and ways these change as the baby grows.
- How to work toward offering a balanced diet.
- Patterns of weight gain during the first three years of life and how these influence the baby's appetite.
- Use of growth charts.

Sucking needs of babies.
- Pacifier.
- Thumb sucking.

Teething.
- How to handle a baby's reaction to new teeth.
- Care of teeth.

Allergies.

Family Dynamics—What This Topic Means Psychologically to Parent and Child

For most parents, the way their baby eats is closely tied to their feelings about how well they are raising their baby. Food becomes even more important to them when so much emphasis is placed on getting feeding established and on having their child achieve a certain weight gain. Parents receive a great deal of advice about feeding from friends and their pediatrician, so much so that they can have difficulty deciding what's best for their baby and themselves.

For babies, learning to eat (liquids, then solids) is sometimes difficult, but in general eating itself is pleasurable and comforting, providing a variety of new experiences. The exception is when feeding time becomes a battleground—when parents assume or expect certain behavior (for example, the baby will keep sucking until he's full) and the baby acts in a different way (keeps falling asleep or turning away during feeding, even though he had seemed to be very hungry).

Sample Concern of Parents

Concern	*Critical Issues*
I don't know how often I should feed my four-month-old baby. It seems like she wants to eat all the time—often every two hours—but I feel like her meals should be more scheduled and less frequent.	—Parent's need for information on how feeding schedules change as a child grows. —Need to listen to inner feelings and attitudes. —Parent needs to think about long-term feeding pattern.

Key Questions

1. How often does your baby eat in a typical day? Is she waking at night for feedings?
2. What is your baby eating and how much is she eating? (Nursing mothers, of course, can't tell

---

[1] Much of the information in this chapter has been provided by JoAnn Hattner, R.D., M.P.H., Nutritionist, Pediatrics, Stanford University Medical Center, Stanford, California.

how much milk their child is getting.) Has she started solids?

3. When your baby cries, what kinds of things do you do to try to comfort her?
4. What does your pediatrician say about your baby's pattern of weight gain?
5. What are your feelings about your baby's eating patterns now?

Readings and Other Resources

American Baby's "Special Nutrition Issue" (February 1977).

*Brazelton, T. Berry, "Thumbs, Pacifiers and 'Loveys': What Every Parent Should Know," *Redbook* (August 1976), p. 62.

*Burck, Frances Wells, *Babysense* (New York: St. Martin's Press, 1979), Chapters 1-5.

Castle, Sue, *The Complete Guide to Preparing Baby Foods at Home* (New York: Doubleday and Company, Inc., 1973).

Consumer Guide, *The Complete Baby Book* (New York: Simon & Schuster, 1979), pp. 260-267.

*Eden, Alvin N. and Heilman, Joan Rattner, *Growing Up Thin* (New York: David McKay Company, Inc., 1975).

*Eiger, Marvin and Olds, Sally, *The Complete Book of Breast Feeding* (New York: Bantam Books, 1972).

Leach, Penelope, *Your Baby and Child* (Westminster, Md.: Alfred A. Knopf, 1978), pp. 125-145.

Pipes, Peggy L., *Nutrition in Infancy and Childhood* (St. Louis, Mo.: C. V. Mosby Co., 1977).

Pryor, Karen, *Nursing Your Baby* (New York: Pocket Books, 1977).

Further information on nutrition can be obtained by:

- Contacting a pediatric nutritionist at a local medical center for relevant information
- Writing the Nutrition Education Committee, American Academy of Pediatrics, 1801 Hinman Ave., Evanston, Ill., or the National Dairy Council, 6300 N. River Road, Rosemont, Ill. 60018.

teaching/presentation

Homework

The homework for this topic helps parents to evaluate their present feeding situation and think about questions they want to raise in the group.

Practical Suggestions or Strategies for Teaching This Topic

- Parents have many specific questions about feeding and nutrition. They will be better able to have those questions answered if you present a brief overview of the topic first, letting them know which areas of nutrition will be discussed. Then ask the group to bring up their concerns during the appropriate discussion.
- Concerns about nutrition-related subjects, particularly breast- or bottle-feeding and the introduction of solids, will come up again and again throughout the series, often when you ask parents how the past week has gone for them. Let parents know that this is fine and that they should not worry if they don't think of all their nutrition questions during the scheduled meeting or if they find they have questions when their child progresses to a new phase.
- Try to be sensitive and supportive to both breast- and bottle-feeding parents, pointing out the positive points of both types of feedings.
- The week before the class on nutrition, you may wish to ask parents to bring in for that class any food implements they are using, such as a spoon, grinder, cup, or food warmer. These can be discussed and shared.
- Try to prepare yourself well on the topic of breast-feeding, and have on hand the phone numbers of local breast-feeding support groups.

HOMEWORK

FEEDING AND NUTRITION

(1–6 months)

Recalling the last few times you fed your baby, please answer the following questions:

1. How do the feedings seem to be going for you? For your baby?

2. What does your baby do to let you know he/she is hungry?

3. In thinking about such things as techniques of breast- or bottle-feeding, use of pacifiers, and introducing solid foods, what sorts of questions come to mind on these or related issues?

Parent's name ______________________ Date ________ Child's age _____

PARENTMAKING. A Practical Handbook for Teaching Parent Classes About Babies and Toddlers by B. Annye Rothenberg, Ph.D., Sandra L. Hitchcock, Mary Lou S. Harrison, and Melinda S. Graham. Copyright © 1981 by The Banster Press, P.O. Box 7326, Menlo Park, CA 94025.

Mini-lecture and Lead-off Questions for Discussion

In our discussion of nutrition today, I'll be covering the following topics: milk, weight gain, solids, allergies, using a spoon and cup, thumb sucking and pacifiers, and other topics you'd like to discuss. I have information on each of the subjects so please ask related questions while we're on the particular topic. (Before you begin talking, you may wish to pass out the handout "Feeding and Nutrition" (p. 68) so the parents can refer to it during the presentation.

Milk

Milk is the primary food of the young baby during his first year. If he is not yet on solids, he'll drink about 1½ to 2½ ounces of milk per pound of body weight. Breast- or formula-feeding as opposed to using cow's milk is recommended through the whole first year because cow's milk is allergenic for many babies. Although formulas have a cow's milk base, they are heat treated and less allergenic for babies. We don't recommend putting your baby on a soy or meat-based formuia unless your pediatrician recommends it.

There are several kinds of milk available. If you'll look on p. 3 of your handout, we can discuss each kind. Continue on after you have compared the various milks. **You may be wondering what to expect in terms of your baby's growth. Of course, every baby will develop in her own way, but on the average many babies will grow half again their length at birth by the end of the first year. They will also double their birth weight around four-five months and triple it by the time they're a year old. They gain the most during the first half of the first year—about two pounds a month during the first three months, and one pound a month during the next three months. For the next six months, a gain of three-quarters to one pound a month is typical. Around a year a baby's appetite decreases. On the average she'll gain only about five or six pounds during the entire second year and grow less than five inches.**

How much your baby grows in weight, height, and head circumference will be charted by your pediatrician on "normal growth" charts as part of regular medical check-ups. You can ask to see these charts and have your pediatrician explain how this visual summary of height and weight relates to your own baby's growth.

Your own attitude, plus your baby's appetite, should be taken into account when you make the decision about when to start feeding solids. We're talking about introducing solids now not to urge you to start but simply to give you information for when you need it. Here are a few guidelines that can help you decide:

- **If your baby is drinking about 35 to 40 ounces of formula a day and is still hungry, it's a good time to start solids.**
- **The weight of your baby and his calorie needs ought to be evaluated in the decision to introduce solids. Since milk[2] has only about 20 calories per ounce, it's possible to teach overeating if an infant has to drink more than a quart of milk to get enough calories. Solids can add a variety of nutrient sources to your baby's diet.**
- **Several growth spurts occur during the period of time a baby nurses. You can increase your milk supply and probably meet the greater demand by nursing your baby more frequently for a day or two. But, if your child seems hungry in spite of more frequent nursings (after he's about four months), you may wish to introduce solids.**
- **By the fifth or sixth month, a baby's store of iron begins to be depleted. Iron can be found in meats and iron-fortified baby cereals.**
- **From a nutritional standpoint, there's no urgency to introduce solids during the first few months of life. Depending upon the baby's growth, you may want to begin solids by around three to four months for bottle-fed babies, while breast-fed babies may wait until five to six months. Adding solids to a bottle-fed baby's diet, however, is important because formula may not contain all the trace elements that breast milk contains.**

---

[2] When milk is mentioned in reference to a baby's first year, it is meant to stand for either breast milk or formula.

How to introduce solids is another consideration. One method is described on p. 4 of your handout, but you can check with your pediatrician and find a pattern that's good for you and your baby. Here are a few points on introducing solids and meal planning and preparation:

- At first, solids are just experiences and tastes, and most parents have little interest in how much their baby eats. Sometime between four and ten months, however, you may find yourself working toward a three-meals-a-day schedule in which your child is beginning to have less milk, and solids are being substituted for some of the milk.
- The purpose of introducing solids is to help a child get used to different tastes, to the spoon, to begin to add a variety of nutrients to his meals, and eventually to be able to eat balanced meals of baby food and then balanced meals of regular food. Parents usually introduce cereals, fruits, vegetables, meats, cottage cheese, eggs, juices, and so on so their child will be able to eat many kinds of food.
- As your child moves toward three meals a day, he may still want small snacks, which should be given about 1½ to 2 hours before a meal. Page 5 of your handout gives the breakfast, lunch, and dinner servings that make up a balanced diet. Since each baby uses food differently, it's impossible to give exact amounts. The figures given are only guidelines. The emphasis should be on balanced variety, not on amount, except if your baby doesn't give clear signals about when he's had enough.
- Page 4 of your handout discusses the pros and cons of commercial versus home-prepared foods. Fresh foods have the highest nutritive value but some commercially prepared baby foods are now made without excessive salt, sugar, or additives.
- Think about introducing lumpier foods around six months. If babies get too used to strained baby foods (even "junior" foods are fairly smooth), they'll refuse more textured foods. Babies don't need teeth to chew, so they can eat tiny pieces of cut-up "adult" foods by eight months. You can offer pieces of such finger foods as teething biscuits, graham crackers, toast, bananas, and cheese.

Allergies

Each time you introduce a new food, it's a good idea to wait about three days before adding another new food. This allows you time to tell if your child is reacting to the food and makes it easier to pinpoint the cause of any reaction. If there's a history of allergies in your family, you'll probably want to watch closely for signs of allergy in your child. If you suspect an allergy, take your child to your pediatrician for diagnosis. If an allergy exists, you'll be able to work out a plan with the doctor to handle it. Here are a few symptoms that *may* indicate an allergy:

- Colic or gas pain, loud constant crying and pulling legs up.
- Rash or hives. This may be an allergic reaction to a specific food that can be eliminated for a month or so. A light dusting with cornstarch will relieve any itching. Often a baby of one or two months develops a pimply rash that looks like acne. This isn't a food allergy but is caused by clogged pores from changes in the baby's oil glands.
- Diarrhea, or loose, watery bowel movements (not the normal breast-fed baby's stools, which are usually loose), can be a sign of teething, an oncoming illness, or a reaction to a specific food. Frothy, foul-smelling bowel movements containing undigested food may also be a reaction to a specific food.
- Constipation may be caused when certain solid foods are introduced; however, babies often strain and fuss with bowel movements and adults sometimes interpet this straining as constipation when it's a normal method of evacuation as muscles develop. If constipation persists, it could be a sign of allergy.
- Vomiting, or forceful throwing up of a large amount of food, may be caused by illness, may be a reaction to a certain food, or a sign that a baby is eating too much.

If you're concerned about allergies, foods to avoid giving your baby (at least in the early months) are egg whites, wheat, beef, citrus fruits, and, of course, cow's milk. Good foods to start with are yellow vegetables, potatoes, pears, bananas, lamb, rice cereal, and oat cereal.

Using a Spoon

Because of the tongue thrust needed to swallow liquids, babies in their early months don't take solids well from a spoon. When you begin to use a spoon, you may have to put it on the side or on the back of your child's tongue. You may find that your baby sucks food off the spoon at first or sucks your knuckle in between bites until she learns to swallow.

Babies may reach out to grab the spoon as they learn to connect it with feeding. A good solution is to feed with two spoons so your baby has one to hold as well. You may find yourself playing the "Spoon Trade" game since your baby will probably want the one you're using. Steps in the process of learning to use a spoon begin early, but your child will probably be about a year and a half before she can dip the spoon, take it to her mouth, and get most of the food into her mouth.

Using a Cup

A child is usually about 15 months old before she is able to lift a cup and drink from it; it doesn't seem to matter if she starts using a cup at four months or eight months. If your breast-fed baby refuses to take a bottle, however, you may want to start having her use a cup early on so she can have some milk during a meal while you're away.

When she starts, a baby can only take sips from a cup while someone else holds it. But as she learns to hold it, you'll need to expect lots of spills. A good place for your child to practice drinking is in the bathtub.

Miscellaneous Ideas

These are a number of miscellaneous points that may help you with your feeding:

- Feed your baby at his own rate and look for cues that show he's had enough (some babies don't give such cues with solids but some close their mouth, turn their head away, spit food, or play with it). Feed him in a comfortable place, such as in an infant seat or your lap. When your baby is seven to eight months (or whenever he can sit up well), you can start feeding him in a highchair. Non-skid strips on the seat prevent sliding and a strap or a bar between the baby's legs can keep him from falling out.
- Serve foods separately so each flavor can be enjoyed. Try to keep yourself from thinking that your baby needs to eat a certain amount; focus instead on balance and variety of foods.
- You may want to feed your baby on a modified demand feeding schedule. This entails keeping track of the intervals at which your baby seems to be hungry and planning to feed him around those times. As your baby gets older, you can gradually lengthen the intervals. Your baby will get used to the regularity and you will be able to plan your day more easily.
- By about a year, eating is not so central to children and can be put in perspective as it is for adults. Babies can wait longer for their meals and sleeping patterns no longer depend on how much babies eat.
- Babies can learn to use food as a tension reducer if parents feed them each time they fuss. Parents may then have a difficult time later helping children find ways to comfort themselves.
- Look at how you feed. Are you sitting down and relaxed or are you up and hopping around?
- Most sucking occurs during the first three months of life. The need to suck gradually decreases and is often nearly over by 15 to 18 months. Some oral babies, however, still suck their thumb, fingers, or knuckles at that age and older, but suck less as the need diminishes. At two years, about 40% to 50% of all children suck their thumbs, but usually only during times of fatigue or frustration.[3]

---

[3] You may wish to refer to Dr. T. Berry Brazelton's article "Thumbs, Pacifiers and 'Loveys': What Every Parent Should Know" (*Redbook*, August 1976) for more information on thumb sucking.

Additional Information for Parents

- The time between feedings increases as babies get older, but this doesn't always happen automatically. If babies continue to be fed every two hours, they get used to eating frequent, small meals; however, if the time between feedings is gradually increased to every four hours, babies learn to eat enough to last until the next meal.
- Parents often get so caught up in the urgency of a newborn's need to eat that they don't notice when the baby is able to wait longer and eat less frequently.
- Parents should check to be sure they're not using food to comfort their baby or to stop his crying. Putting together a list of other things to try before offering food would be helpful.
- A parent's feelings influence the feeding pattern she establishes for her baby. She should be sure her schedule is comfortable and as structured or as flexible as she needs.
- Parents of a baby who is being nursed should be encouraged to acquaint the baby with a supplementary bottle as early as possible. The regular use of two or three bottles a week helps the baby stay familiar with the bottle. Sometimes parents find that when they decide to use a bottle, their baby refuses it. Some ideas to try are:
    - Have the father give the bottle; the baby may not accept another kind of feeding style from her mother.
    - Enlist the help of someone who has recent experience with bottle feeding to feed the baby away from his parents a few times. Nursing mothers and their husbands usually feel so positive about breast-feeding that they may have negative feelings about the bottle despite their desire for occasional freedom from nursing. Babies pick up these ambivalent feelings and may react by refusing the bottle.
    - Mothers can try different nipples and different milks (breast milk or formula). Sometimes dipping the nipple in corn syrup helps the baby get started.
    - Some babies completely refuse to take a bottle. Parents can try a cup instead or give cereal and applesauce for one feeding to enable the mother to miss an occasional nursing.

Some of the above choices may have negative connotations that have to be weighed against the parents' desire for some time away from their child.

Handouts

One lengthy handout, "Feeding and Nutrition," has been developed for this topic. The information covers feeding patterns, introduction and preparation of solid foods, menu planning, feeding abilities, and weaning. You may also wish to refer to Dr. T. Berry Brazelton's "Thumbs, Pacifiers and 'Loveys': What Every Parent Should Know" (*Redbook*, August 1976).

HANDOUT

FEEDING AND NUTRITION*

(1-6 months)

CHANGES IN FEEDING PATTERNS

Newborns	—Most newborns need about 6-10 feedings a day including 2 feedings during the night. Especially with breast-fed babies, time lapses between feedings during a baby's wakeful time may sometimes be quite short (1-2 hours from the beginning of one feeding to the beginning of the next) but longer (4-6 hours) during restful times.
Within another month or two	—Most bottle fed babies are on a 4-hour schedule with about 5 feedings in 24 hours. A breast-fed baby may not be comfortable with a 4-hour feeding pattern until his second or third month. The interval between feedings gradually lengthens as babies grow bigger and older, but individual babies differ widely in how soon they can comfortably settle in to a regular pattern.
Within another month or two	—By this time, many babies have given up the 2 a.m. feeding. There is wide variation, however, in the age at which babies begin sleeping through the night—anywhere from 6 weeks to 6 months, depending upon the baby's individual temperament and on the parents' feelings about either providing the night feedings or encouraging the baby to sleep through. Babies can wait longer for a feeding since they have learned to expect it and to trust it will be provided.
Within another month or two	—Most babies move to about 4 feedings in 24 hours (5-hour intervals). They may give up the 10 p.m. feeding. They are more distractable at feedings.
Somewhere between 4 and 10 months	—Most babies move to a three-meal-per-day pattern.

From 6 months on, your baby's daily menu could include the following servings (an average serving for a six-month-old is 3-6 tablespoons):

2 protein foods (including 3 eggs/week)
2-3 cereal, grain
5 fruit/vegetable (including 1 juice, 1 dark green or yellow vegetable)
3-4 milk (approximately 24-32 oz. of breast milk or formula)

---

* This handout has been reprinted with permission of and/or consultation from JoAnn Hattner, R.D., M.P.H., Nutritionist, Pediatrics, Stanford University Medical Center, Stanford, California.

PARENTMAKING: A Practical Handbook for Teaching Parent Classes About Babies and Toddlers by B. Annye Rothenberg, Ph.D., Sandra L. Hitchcock, Mary Lou S. Harrison, and Melinda S. Graham. Copyright © 1981 by The Banster Press, P.O. Box 7326, Menlo Park, CA 94025.

FEEDING AND NUTRITION (continued)

Your baby could have a mid-morning and mid-afternoon snack of juice, milk, crackers, or the like. The choice of snack depends on what he is able to eat safely.

During this first year, your baby will progress from milk to pureed foods, chopped foods, and, by a year, table foods. He will be able to sit in his highchair at about seven months of age. Until then, try feeding your baby in an infant seat or on your lap.

DEVELOPMENTAL FEEDING ABILITIES**

Birth to 1 month

Rooting reflex
Sucking reflex
Swallowing reflex
Tearless hunger cry

1-2 months

Looks at mother's face

3-4 months

Sucking—swallowing in sequence
Head erect
Mouth poises for nipple
Some ability to wait for food

4-5 months

Tongue projects after spoon, nipple removed
Good head control

5-6 months

Brings hand to mouth
Ejects food with tongue
Strong hand-to-mouth response as spoon or nipple removed
Pats bottle or breast
Closes in on bottle with hands

6-6½ months

Grasps and draws bottle to mouth (releases when nipple in mouth)
Grasps spoon, cup rim
Smacking noises with lips
Sucks liquid from cup

6½-7½ months

Sits leaning forward
Pulls food off spoon with lips
Keeps lips closed while chewing
Lingers over food for companionship
Vocalizes eagerness during feeding preparations
Brings toys to mouth, bites and explores

7-9 months

Feeds self cracker
Bites, chews toy
Reaches toward dish
Holds feeding bottle
Acquiring sitting balance

** Adapted from B. Umbarger, The Children's Hospital Research Foundation.

PARENTMAKING: A Practical Handbook for Teaching Parent Classes About Babies and Toddlers by B. Annye Rothenberg, Ph.D., Sandra L. Hitchcock, Mary Lou S. Harrison, and Melinda S. Graham. Copyright © 1981 by The Banster Press, P.O. Box 7326, Menlo Park, CA 94025.

COMPARISON OF MILKS

Food	*Cal./Oz.*	*% of Calories*			*Supplementation and Additional Information*
		Protein	*Carbo-hydrate*	*Fat*	
Breast	22	6	38	56	Varies. May give Vitamin D, fluoride.
Evaporated & Sugar	20	14	49	37	Usually contains Vitamin D, may give Vitamin C, fluoride. Not used unless child is on solids and preferably not in first six months.
Formula (Cow's milk base)	20	10-12	42	46	Fluoride. Formulas are closest to breast milk in percentages of proteins, fats, and carbohydrates, and therefore are recommended if breast milk isn't used.
Cow—whole —low-fat —skim (no-fat)	20 16 11	21 26 40	29 38 57	50 36 3	Usually contains Vitamin D, may give Vitamin C, fluoride. Cow's milk may cause allergies and isn't recommended for use during the baby's first year.
Goat	23	20	27	60	Vitamins D and C, fluoride, and folic acid.
Soy	20	16	40	44	Fluoride. Has a high sucrose content and babies can get used to the sweeter taste.

RECOMMENDED DAILY DIETARY ALLOWANCES*

	Calories	*Protein*	*Vitamin D*	*Vitamin C*	*Iron*
0-6 months	115/kg. 50-55/lb.	2.2/kg.	400 IU	35 mg.	10 mg.
6 months - 1 year	105/kg. 45-50/lb.	2.0/kg.	400 IU	35 mg.	15 mg.

* Food and Nutrition Board, 1979.

PARENTMAKING: A Practical Handbook for Teaching Parent Classes About Babies and Toddlers by B. Annye Rothenberg, Ph.D., Sandra L. Hitchcock, Mary Lou S. Harrison, and Melinda S. Graham. Copyright © 1981 by The Banster Press, P.O. Box 7326, Menlo Park, CA 94025.

FEEDING AND NUTRITION (continued)

WEIGHT GAIN GUIDE

Birth-3 mo.—Approximately 2 lbs./mo, 1 oz./day
4-6 mo.—Approximately 1 lb./mo, ½ oz./day
Double birth weight 4-5 mo.
Triple by 1 year.

Solids

1. It is not necessary to introduce solids to a nursing baby until he is around 5-6 months; this is when his own iron supply begins to be depleted. Bottle-fed babies usually begin solids earlier.

2. Questions are often raised about the pros and cons of commercially prepared and home-prepared baby foods. Here is some information about this subject.

- Food prepared from fresh ingredients has the highest nutritive value but is often higher in calories than frozen or canned foods because of its density; it may need to be diluted.
- Many commercially prepared baby foods are now made without excessive sugars or salts. (Sugars and salt occur naturally in fruits, vegetables, and other basic foods and do not need to be added.) Some contain modified starches to preserve consistency but these aren't needed for a baby's nutrition. Since different brands and kinds of food vary in the number of additives, read the labels to pick the foods with fewest unnecessary additions. The plainer the commercial food, the higher its nutritive value, for example, plain meat and plain vegetables are more nutritious than the "combination" jars. Combination dinners and desserts are not especially recommended for babies because of their high starch and sugar content.
- Using commercially prepared adult food (such as canned peas) and mashing or blending it for a baby may be less expensive than prepared baby foods, but the food value is usually the same. Again, check the labels.

3. The following chart is *one* means of introducing solids to your baby. Bear in mind that foods should be introduced one at a time and in small amounts every few days so that an allergic reaction can easily be attributed to a single food.

RECOMMENDED PATTERN OF INTRODUCTION OF SOLID FOOD

Age	*Food*	*Instructions*
3-4 months (or by 6 months for breast-fed babies)	Iron-fortified baby cereal	Start with 1-2 t. *rice* cereal mixed with water or formula. Increase amount gradually. Other baby cereals may be added later.
3-4 months	Strained or pureed vegetables and fruits	Start with 1-2 t. and increase gradually. Introduce *one* new fruit *or* vegetable every 2-4 days (watch for allergic reaction). Avoid orange juice because of high allergic incidence. First foods should be cooked since raw foods are more difficult to digest and are allergenic.

PARENTMAKING: A Practical Handbook for Teaching Parent Classes About Babies and Toddlers by B. Annye Rothenberg, Ph.D., Sandra L. Hitchcock, Mary Lou S. Harrison, and Melinda S. Graham. Copyright © 1981 by The Banster Press, P.O. Box 7326, Menlo Park, CA 94025.

RECOMMENDED PATTERN OF INTRODUCTION OF SOLID FOOD (continued)

Age	*Food*	*Instructions*
4-5 months	Strained or pureed meats, beans, or egg yolks	Start with 2-3 t. and increase gradually. Avoid vegetable-meat combination dinners because of small protein content. Avoid egg white as it may cause allergic reaction.
5-8 months	Orange juice	1-2 t. diluted with water. Increase gradually.
6-7 months	Whole eggs	Start with ¼ cooked egg and increase gradually.
8 months	Cottage cheese, mashed potatoes, soups, zwieback	Start with 1-2 t.

MENU PLANNING GUIDE

Age	*Breakfast*	*(Snack)*	*Lunch*	*Snack*	*Dinner*
3 months	Cereal Milk (formula or breast milk)		Milk		Cereal Milk
3-4 months	Cereal Fruit Milk		Fruit Milk (Vegetable)		Cereal Fruit Milk
4-5 months	Cereal Fruit Egg yolk (not daily) Milk		Fruit Vegetable Protein Milk		Cereal Fruit Milk
5-6 months	Cereal Fruit Egg yolk (not daily) Milk		Fruit Vegetable Protein Milk		Cereal Fruit Vegetable Milk

FEEDING AND NUTRITION (continued)

MENU PLANNING GUIDE (continued)

Age	*Breakfast*	*(Snack)*	*Lunch*	*Snack*	*Dinner*
6-7 months	Cereal Fruit Egg yolk (not daily) Milk		Fruit Vegetable Protein Milk		Cereal, grains, etc. Fruit Vegetable Protein Milk

Directions for Preparing Infant Foods

1. Scrub all equipment with hot water and soap and rinse well.
2. Prepare food for cooking, remove skin, pits, and seeds. Bring to full boil and cook until tender, or steam in vegetable steamer until tender.
3. If using blender, add one cupful of food at a time with ¼-cup liquid (cooking liquid). With meats, more liquid may be needed to allow blades to operate.
4. You may use a food grinder, food mill, or a regular strainer; the most important thing is that the particle size of the food is initially very small. You can ensure this by putting a small amount of the food in the palm of your hand. Rub it with your finger; if any large particles can be felt, process or strain food again.
5. If you prepare more than one day's feedings at a time, you may freeze food by wrapping 2 tablespoons in a piece of aluminum foil and freezing, or you can put small amounts in small plastic bags in the freezer. You can also freeze in an ice cube tray, each cube being one serving.
6. To reheat: Place food in a glass custard cup or jar and heat until very hot in a covered pan of boiling water. Cool before feeding.

RECIPES

Meats

½ cup cubed, cooked meat
2 tablespoons liquid

Place ingredients in blender and mix at high speed until smooth. *Note:* For liquid, use cooking liquid, water, or formula.

Vegetables

½ cup freshly cooked vegetables

Remove any remaining skin, pits, or seeds. Add liquid as necessary and blend or mash through strainer or food mill.

Fruits

Fresh banana: ¼ very ripe (brown-flecked) banana. Mash until smooth.

¾ cup cooked or canned fruits (peaches, pears, apricots).

Remove any remaining skin, seeds, or pits. Mix with liquid as necessary and strain or blend.

PARENTMAKING: A Practical Handbook for Teaching Parent Classes About Babies and Toddlers by B. Annye Rothenberg, Ph.D., Sandra L. Hitchcock, Mary Lou S. Harrison, and Melinda S. Graham. Copyright © 1981 by The Banster Press, P.O. Box 7326, Menlo Park, CA 94025.

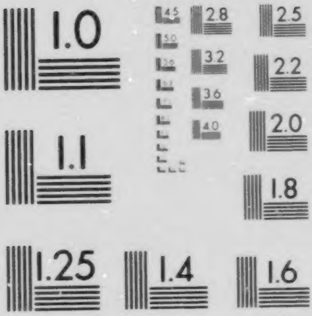
Weaning

1. The age of your baby influences whether you wean her (1) to formula or milk, and (2) to a cup or a bottle. Around a year your baby may switch to cow's milk. Before that, you'll probably need to to use formula or heat-treated milk (e.g., evaporated milk). Check with your pediatrician. By 9-10 months a baby can meet her daily milk needs with about 6 oz. of milk at each meal. Before this age, it may be difficult for her to drink this amount using only a cup.

2. Wean your baby gradually, introducing a bottle or cup of milk as a substitute for one nursing (probably the mid-day feeding). After a few days, repeat this procedure with another nursing.

PARENTMAKING: A Practical Handbook for Teaching Parent Classes About Babies and Toddlers by B. Annye Rothenberg, Ph.D., Sandra L. Hitchcock, Mary Lou S. Harrison, and Melinda S. Graham. Copyright © 1981 by The Banster Press, P.O. Box 7326, Menlo Park, CA 94025.

PG


1.0
1.1
1.25
1.4
1.6
1.8
2.0
2.2
2.5
2.8
3.2
3.6
4.0
4.5
5.0

MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS
STANDARD REFERENCE MATERIAL 1010a
(ANSI and ISO TEST CHART No. 2)

3

PLAY AND LEARNING

background/preparation

Goals to Work Toward in Presenting This Topic

Parents are often concerned about how to play with and how much time to spend playing with their child. They wonder if their interactions with their baby and the time they spend with him are giving him the kind of play that he needs.

The goals to work toward on this topic are: (1) to help parents better understand the stages of motor development; (2) to help parents identify their own attitudes about their baby's play and how they view their role in it; (3) to inform parents about activities and toys their babies will enjoy; (4) to offer parents techniques to use in organizing a day with a baby.

Typical Parental Interests and Concerns About This Topic

1. What should I be doing when I play with my baby?
2. What kinds of toys do babies enjoy?
3. How can I make some of my own toys?
4. What kinds of research have been done on play and learning? Aren't there facts, not just theories, about how parents can help a child learn?
5. Now that Aaron is awake more hours of the day, how can I keep him occupied when his attention span is so short?
6. How do I know when I should introduce new toys?
7. Erica wants to be held all the time. How can I encourage her to play by herself?
8. How can I avoid pushing my child while still enabling him to grow to his full potential?
9. What can I expect as far as the stages of motor development? In what sequence will they occur?
10. Our baby was premature. Will his development be behind that of full-term infants?
11. What should a parent do if her baby isn't doing something that other babies her age are doing?
12. Cindy is large for her age. Will this affect her development?
13. What is my role as a parent in terms of encouraging my baby's development?
14. I want to help my baby learn as much as I can but I'm not sure how or what to do. Can you help or stimulate a child too much? How much encouragement is right?

Areas of Information You Will Need to Learn About to Teach This Topic

- Stages of motor and intellectual development in young babies.
- Toys and activities babies tend to enjoy at each stage and why these things are interesting to them.
- How to make toys for babies
- Activities and games that are fun for parents and babies.
- How to set up a play environment, or several places inside and outside for a baby to play in.
- Attitudes toward play and learning—philosophies about the meaning and use of play and interaction for parents and children.
- Ways to organize a whole day with a baby, striving to balance time to play with the baby, time for the baby to be alone; time to rest, time for activity; time inside, time outside.

Family Dynamics—What This Topic Means Psychologically to Parent and Child

Many parents are burdened by the feeling that the way they play with their baby and the toys they provide for him determine their child's intelligence. A great amount of guilt goes along with this feeling. Parents often think they're the architect of their child's world, but they're not very sure of what the child needs within it. They're confused about the kinds of toys to provide at certain ages and about what their own role is in relation to their child's play.

Play is vital to the child's total growth; it is how he practices his skills and develops his theories about the world. Play helps a young baby develop basic skills such as focusing his eyes, coordinating his eyes and hands, shaking and banging things, and rolling over. Through play he becomes aware of how he can use his skills to explore the world around him. And as he explores, he learns that learning is fun. He gets satisfaction not only from the activity itself, but from the result of it—his increased ability to handle the world.

Parents will learn a great deal about their baby by watching him play and being aware of what he's trying to do. By understanding the signals, parents can figure out what their child is ready for next. But in addition to watching, parents need to play with their child. This interaction is as important, if not more so, than the specific game or toy the child uses. It's not just what the parents have bought or made for their child that affects his learning, but how the child feels, the messages the parents send when their child plays, and how the parents feel when they play with and care for him. In play with his parents, a baby's self-confidence in what he can do is enhanced by his trust in the people around him. Love, learning, and play are all intertwined.

Sample Concern of Parents

Concern	*Critical Issues*
I've read several books that indicate that the amount of stimulation we give our baby determines his I.Q. I want to help him achieve his maximum potential (as the books phrase it) but I don't know what to do. How much stimulation is too much? Not enough? How can parents know what's right?	—Parent's concern about her role in her infant's development and about how to play with her baby.

Key Questions

1. What are you doing now to stimulate your baby? How do you feel about this?
2. What kinds of activities or play would you like to be doing with your child?

For the group

3. What do some of you do when you play with your babies?
4. How do you define your own role in relation to your baby's play?

Readings and Other Resources

Aston, Athina, *How to Play With Your Baby* (Larchmont, N.Y.: Fountain Publishing Co., 1971).

Berends, Polly, *Whole Child, Whole Parent* (New York: Harper's Magazine Press, 1975), pp. 60-85.

Boston Children's Medical Center and Gregg, Elizabeth, *What to Do When There's Nothing to Do* (New York: Dell Publishing Co., Inc., 1968).

*Brazelton, T. Berry, *Doctor and Child* (New York: Delacorte Press/Seymour Lawrence, 1976), Chapter 5.

*Burck, Frances Wells, *Babysense* (New York: St. Martin's Press, 1979), Chapter 22.

Caplan, Frank, *The First Twelve Months of Life* (New York: Grosset & Dunlap, 1973).

Consumer Guide, *The Complete Baby Book* (New York: Simon & Schuster, 1979), pp. 170-183.

*Early, George H. et al., *Growing Child* (Lafayette, Ind.: Dunn & Hargitt, 1980 [updated annually]).

*Gregg, Elizabeth and Knotts, Judith, *Growing Wisdom, Growing Wonder* (New York: Macmillan, 1980).

*Johnson & Johnson Baby Products Co., *The First Wondrous Year* (New York: Macmillan, 1979), pp. 129-161, 177-192, 209-231, 289-344, 353-379.

Stein, Susan M. and Lottick, Sarah T., *Three, Four, Open the Door* (Chicago: Follett Publishing Company, 1971).

Streepy, Sandra, *Your Child from Birth to 2 Years* (Larchmont, N.Y.: Fountain Publishing Co., Inc., 1971).

teaching/presentation

Homework

The homework assignment helps parents to focus on those kinds of play that interest their child and on the different ways different people play with babies.

Practical Suggestions or Strategies for Teaching This Topic

- A good approach for organizing this topic is to first give a brief overview of the motor and intellectual development that takes place during the first seven or eight months of life and then open the discussion to questions. This gives parents an overall view of play abilities which they can then apply to their concerns and questions.
- One way to focus the discussion is to ask group members for broader kinds of questions first—those dealing with theories about play and learning, goals of play, and the parent's role in play—and then ask them for their more practical questions, such as those about the kinds of toys babies like, when to introduce new toys, ways parents can connect their daily routine with a baby to the larger goals of play. You may also wish to go into specifics of where to buy certain toys and similar focuses but be sure to keep the discussion from settling too heavily into this area. Questions can be categorized for discussion.

Mini-lecture and Lead-off Questions for Discussion

Sample Mini-lecture

During the first month or so, most of a baby's actions are related to reflexes. For instance, if you stroke a baby's cheek or mouth, her head turns toward the stroking and she tries to suck. If an object is placed over her nose or mouth, she tries to remove it by working her mouth, twisting her head, and flinging her arms across her face. There are many other reflex movements besides these.

HOMEWORK

PLAYING - LEARNING - EXPLORING

(1-6 months)

1. What are the things your baby enjoys playing with? (Include things like mobiles that he/she may not be able to reach but likes to look at.)

2. Describe how he/she plays. (Watch your baby for a while at home.)

3. What are some of the kinds of things you think your child is getting from this play?

PARENTMAKING: A Practical Handbook for Teaching Parent Classes About Babies and Toddlers by B. Annye Rothenberg, Ph.D., Sandra L. Hitchcock, Mary Lou S. Harrison, and Melinda S. Graham. Copyright © 1981 by The Banster Press, P.O. Box 7326, Menlo Park, CA 94025.

4. In what ways do you and your spouse differ in how you play with your baby?

What are some of the styles of play you see in yourself?

Your spouse?

Baby's grandparents?

Baby's sitters?

Parent's name ______________________ Date ________ Child's age _____

PARENTMAKING: A Practical Handbook for Teaching Parent Classes About Babies and Toddlers by B. Annye Rothenberg, Ph.D., Sandra L. Hitchcock, Mary Lou S. Harrison, and Melinda S. Graham. Copyright © 1981 by The Banster Press, P.O. Box 7326, Menlo Park, CA 94025.

During the first month and up until four or five months of age, a baby's activity is centered on her own body as the relationship between visual and grasping skills begins to grow. During the first months she becomes aware of movement and begins to follow objects and watch her hands. Reflex movements gradually disappear, and she slowly gains some control over kicking and arm waving. A baby during this time is developing patterns of movement on which she'll build the later skills of crawling, reaching, and other motor actions. She is beginning to locate where sounds come from and also finds pleasure in sucking her hand or an object in her hand, although she doesn't yet know that the object is separate from her. She's learning that she feels something when she squeezes her own hand—a circular response that doesn't happen when she holds an object.

When an infant is between four and eight months, her interest shifts away from the body and toward toys and objects. She begins to connect her movements, such as batting her hand, with making things happen. She learns that if she does something to a toy, she may see movement or hear a noise. (Action-reaction toys offer opportunities for powerful learning.) She also learns about the permanence of objects and begins to realize that an object doesn't cease to exist just because she doesn't see it. She watches to see where a rattle goes when she drops it or shakes it to hear the noise. She inspects objects carefully. As she reaches out to people and things, she finds interaction pleasurable. She's building confidence to reach out toward more complex tasks. During this entire period, babies are also developing social skills through their play. Play with vocalizing and interaction with family and friends teaches babies how to relate to other people.

During the period of eight to twelve months, babies begin to explore more and relate means to ends, for example, moving one toy or object to get to another. Later, somewhere between 12 and 18 months, babies will start to use old toys in new ways. Grasping and looking are no longer ends in themselves but are skills for reaching other goals. For instance, grasping may now be used for the purpose of learning to put things in and take things out of a container. By 18–24 months, children can visualize solutions to problems and can use their minds, not only their bodies, to problem solve.

I'm now going to distribute a chart that shows some examples of cognitive-motor development during the first six months. Let's take a few minutes to look at it and discuss any questions you have about cognitive-motor development. Then let's make a list of the areas you'd like to cover when we talk about play and learning so we're sure to get to all your questions.

Lead-offs

- Now that we have a list of the kinds of areas you'd like to talk about in our discussion of play, let's talk first about your own feelings about your baby's play.
- How comfortable are you with the time you spend with your baby in play and the time your baby plays by himself?
- Do you have any feelings about play that bother you? Some that please you? Where do you think these feelings come from? What do they tell you about yourself?
- How do you see your own role as a parent in terms of play?

Additional Information for Parents

- Some child rearing-related books raise the issue that parents can "maximize their child's potential" by following certain well-defined patterns of play and parenting. Parents often get the feeling that there's a right way to play with their child and then feel confused if they don't know what that is. They can also feel guilty if they don't follow recommendations from an "expert" or from a highly promoted book.

Parents need to know that no person or study has proved that any particular stimulation is more valuable than any other. Although parents would like you to quote research to know if they're giving their child enough stimulation, they should understand that theories are not facts, and that they need to suit their approach to their baby's play and learning to what fits their particular family.

- Most parents want to know how much time they should spend playing with their baby. Again, there is no one answer—there is no set time because all parents are different. Some like to play on the floor for an hour with their child while others don't enjoy more than two minutes at a time. Also, parents enjoy different stages of development more than others; play may be more fun for them when their child is two or three. Parents should know that short interactions can be as meaningful as long ones. Play should be as long as both parent and child feel good about and enjoy it.
- Parents should remember to look at the messages they're sending their child during play. Often it's, "Don't bug me, try this toy instead."
- When offering new toys, parents can look at their baby's cues to see what principles he's intrigued with at that time. Maybe it's batting at objects, arm waving, or learning to control movement. Maybe it's kicking, or mouthing objects. Parents can connect what their child likes to do with objects that help him learn more about that activity. Parents can provide the tools and the love babies need to discover and learn about their world.
- When exposed to excessive or inappropriate stimulation, babies may withdraw and build up a strategy for dealing with the person providing the stimulation. When parents play with their baby, they should watch his reactions—is he responding or is he withdrawing? Parents need to watch their own reactions as well—they can become discouraged by failure to reach their baby and withdraw themselves. If certain play is not fun for both parent and child, something else should be tried or play should be postponed until a better time.
- Shaping an environment with "correct" learning materials at the "correct" time seems not to be as important as providing conditions that are most likely to encourage a baby to discover for herself the physical properties of objects and the logical relationships among them. A child's construction of theories about the world takes time, practice, and opportunities for spontaneous exploration and discovery.
- An unencumbered, friendly, warm relationship between parent and baby may be an essential background for the baby's intellectual development; it can provide a secure base from which she can risk abandoning old solutions for newly discovered ones.
- Babies pick up parents' feelings about how they are doing, including how they stand in terms of norms of development. Since every baby is different, it's probably best to just enjoy them where they are, and watch them develop naturally at their own pace.
- Parents sometimes worry that their child may be retarded if they notice he hasn't acquired a specific skill when other babies his age have or when someone implies the baby should have that skill by now. Pediatricians watch for signs of slow development, and during baby check-ups will usually ask a range of questions about skill acquisition. Since some of the skills are well beyond a baby's age, all parents will have to say "no" to some of the skills asked about. If a parent is bothered by thoughts of retardation, she should certainly talk with her pediatrician about them. Six months of age is the earliest that retardation can usually be diagnosed. At that point a baby would have to be two or more months behind in *everything*. At one year he would have to be three to four months behind in *everything*.

During the first three months, babies are pretty even in terms of skills. Starting at three months, patterns of skills diverge and get wider and wider.

- Parents should know that babies don't need to have every toy or piece of equipment on the market. One mobile can offer plenty of opportunity for visual practice; it's not necessary to have three mobiles, ten posters, and six bright, patterned scarves.

Handouts

There are two handouts included here for this topic:

"Cognitive-Motor Development." The chart on this handout shows month by month the ways that visual, hand, and mouth skills develop and interrelate. The information can help parents gain perspective on the ways infant play is related to development. It can also reassure parents that their baby is really giving cues about the things he's interested in learning about.

"Toys for the Young Baby." In this section of the Play and Learning handout, parents can tell the kinds of play their baby will enjoy. By watching his interests, parents will be able to give their child the toys and objects that will help him practice and learn about those interests.

"Sensory Stimulation." This section of the handout lists the five developing senses in the young baby and the kinds of toys that can stimulate their growth. Parents can work toward a balance in what they provide so all senses are stimulated sometime during each day.

"Guidelines for Parents When Playing with Their Baby." The information in this section can lead parents into a discussion of their own theories of play and of places to buy toys that have the best selection and lowest prices.

A third handout, *"The Phenomena of Early Development,"* provides an overview of development from birth to two years, and is available at no cost from Ross Laboratories, Columbus, Ohio 43216.

A fourth handout, *"A Good Beginning,"* by Barbara S. Lewis, provides a month-by-month description of skills and toys to make for babies during their first year and can be obtained from "A Good Beginning," 1021 Keith Ave., Berkeley, Ca. 94708. One to 9 copies are $2 each; 10 or more copies are $1.50 each (plus postage).

HANDOUT

COGNITIVE-MOTOR DEVELOPMENT

(1–6 months)

	VISUAL	HANDS	MOUTH
Newborn	Sees best close up. Tonic-neck reflex (fencing position).	Fists closed. Hands and arms move in a jerky way.	Sucks.
•	Stares at things but doesn't reach for them.	Body is still in tonic-neck reflex (fencing position). Hands still tightly closed.	Sucks.
•	Primarily exploring through eyes. Can follow things briefly with eyes. Begins to recognize mother.	Random movements. Holds objects briefly. Very little hand control.	Thumb sucking. Some finger sucking.
3 months	Follows objects from side to side. Aware of strange situations. Interest in hand watching. Doesn't visually follow object that goes out of sight. Very excited by visual stimulation.	Reaches out to bat at objects. Fists open more. Starting to use hands to play.	Can look and suck at the same time but stops to listen.
•	Turns head at sound of voice. Vision begins to be similar to adults.	Hands grab each other. Active reaching. Beginning to wave things around and to recover toys.	Beginning teething and chewing—in some babies. Mouthing of things. Sucking need *begins* to diminish.
•	Begins to look carefully, inspecting things in his hand. Begins to discriminate strangers. Looks around in new situations. Alternately glances between hand and object.	One-handed reaching for toys still not totally accurate. Persistence in reaching. Grasps objects as though he had on a mitten.	Mouths and sucks on toys, clothes, toes. Drooling.
6 months	Tends to keep looking for an object that goes out of sight (peek-a-boo). Enjoys mirror image. Eyes can still be used better than hands.	Purposeful and coordinated reaching for toys. Manipulation and exploration of objects. Transfers from hand to hand. Free rotation of wrist. Enjoys banging toys.	Mouth is now extremely important for learning more about objects. Baby sees object, reaches for it, mouths it, looks at it, etc.

PARENTMAKING: A Practical Handbook for Teaching Parent Classes About Babies and Toddlers by B. Annye Rothenberg, Ph.D., Sandra L. Hitchcock, Mary Lou S. Harrison, and Melinda S. Graham. Copyright © 1981 by The Banster Press, P.O. Box 7326, Menlo Park, CA 94025.

HANDOUT

PLAY AND LEARNING

(1-6 months)

Toys for the Young Baby

Age	*Babies like to:*	*Give your baby:*
1 and 2 months	Suck. Listen to sounds.	Wind chimes, music, ticking clock, your talking and singing. In later months he'll enjoy toys that make noise.
	Look at patterns, movement, and light.	Change of positions around the house and outside, bright posters, colored fabric, mobiles, your face near his.
	Be touched and rocked.	Body rub with different textures of materials, lots of cuddling and holding.
3 and 4 months	Smile.	Your smile.
	Touch different textures.	Material to hold, nylon netting, soft toys.
	Reach and bat at nearby objects.	Cradle gyms, hanging objects, weighted toys, toys he can activate, rattles placed in his hand.
5 and 6 months	Be sociable and laugh.	Games he plays with you (rattles, mirrors, peek-a-boo), funny sounds.
	Kick.	Toys near his feet, bag filled with paper, jumper.
	Touch, grasp, let go.	All kinds of objects he can safely handle, small squeak toys, toys with noisy moving parts, toys that can be grasped easily and put into mouth, sponge, wooden spoon, fabric.
7-9 months	Sit and roll over.	
	Begin crawling.	Toys on the floor he can reach for.
	Shake, feel, bang, gum, and drop things.	More objects to handle, spools on a string, nesting cups, water play with sponges, cups, and washcloth.

PARENTMAKiNG: A Practical Handbook for Teaching Parent Classes About Babies and Toddlers by B. Annye Rothenberg, Ph.D., Sandra L. Hitchcock, Mary Lou S. Harrison, and Melinda S. Graham. Copyright © 1981 by The Banster Press, P.O. Box 7326, Menlo Park, CA 94025.

PLAY AND LEARNING (continued)

Sensory Stimulation

Tactile

- Balls made of different material
- Patchwork quilt with different textures and buttons, bells, etc., around edges
- Small, light-weight toy he can pick up
- Board or cardboard with fabrics, etc., glued on (sandpaper, foam rubber, foil, etc.)—put on playpen or the like
- Curtain rod or yardstick across crib or playpen with objects hanging down
- Unused powder puff, etc., rub his body with contrasting textures

Kinesthetic

- Toys he can wave around
- Toys out of reach for baby to reach for
- Drum or paper at baby's feet
- Manipulate baby's body

Visual

- Mobiles—any type of hanging object (bright, intense colors, light-reflecting and lightweight). Use elastic and/or string, tin foil, balloons, ribbons, bright paper, rattles, two small mirrors glued back to back with string between
- Unbreakable mirror attached to outside of crib
- Bright pictures by the crib and changing table
- Fish bowl or aquarium
- Infant seat near "busy" window or in kitchen
- Red mitten on hand
- Peek-a-boo

Oral

- Different textures, lightweight, small enough to hold and put in mouth
- For teething and oral exploration: leather, ivory, rattles, gold and silver bracelets, tongue depressors, plastic can lids, spoon
- Thick, soft cord with knots
- Rings, etc., snapped to bib with ribbon

Auditory

- Music—not all the time, however; wind-up toys
- Toys that demonstrate cause and effect (e.g., baby hits bell, cradle gyms)
- Elastic across playpen with bracelets, bells, plastic containers with lids, spoons, etc., on them
- String that baby pulls to make noise, with clothes pin or the like tied at the end to make it easier to grab

Guidelines for Parents When Playing with Their Baby

1. The parent's role is that of a facilitator who sets up the opportunity to play; she helps with the play if necessary.
2. Try to tune in to your child and allow him to play with toys or objects in his own way rather than the way you think he should. Avoid playing for him.
3. Allow your child to solve his own problems as much as possible (rather than always retrieving toys for him, for example). Realize you're giving your child an important opportunity to learn.
4. Your baby's attention span may be longer than yours. Let him play with a toy as long as he's interested in it.
5. Rotate the toys you have so there's a "controlled variety" rather than a confusing bombardment of stimuli. This method extends the length of time the toys will be interesting.

Considerations When Purchasing Toys

1. Safety.
2. Durability.
3. Interesting color.
4. Multi-purpose (many senses are stimulated or different skills are involved when using toy).
5. Multi-age (child's current skills and interests are tapped now, but toy will be fun for other reasons later).

PARENTMAKING: A Practical Handbook for Teaching Parent Classes About Babies and Toddlers by B. Annye Rothenberg, Ph.D., Sandra L. Hitchcock, Mary Lou S. Harrison, and Melinda S. Graham. Copyright © 1981 by The Banster Press, P.O. Box 7326, Menlo Park, CA 94025.

6. Child does something with the toy rather than wind it up and have it work independently.
7. Toys for young babies should be easy to manage with one hand and easy to grab from any angle. There should be no detachable parts.
8. Many wonderful toys are in your home now (measuring cups, spools, bright paper, bells, ribbons, etc.). Don't feel you must find toys only at the store.

4

ADJUSTING TO PARENTING[1]

background/preparation

Goals to Work Toward in Presenting This Topic

Every parent has ambivalent feelings about her child and about herself. While it's easy to find opportunities to share the joy, beauty, and excitement of life with a new baby, it may be difficult to find an opportunity to share the negative feelings that are a normal part of parenting. Unless these feelings are faced and discussed, however, it will be difficult for parents to work toward new ideas and solutions that will make child rearing rewarding.[2]

The goals to work toward on this topic are: (1) to help parents feel more capable of understanding themselves and life with a baby; (2) to let parents know that other parents share the same feelings, doubts, and frustrations that they feel; (3) to help parents gain some insight into why the marriage relationship often changes with the arrival of a baby; (4) to help parents feel that they are doing a good job of parenting.

Typical Parental Interests and Concerns About This Topic

1. I have no time to myself.
2. I feel isolated from my friends. It seems impossible to get out of the house.
3. My husband and I have lost our spontaneity. We can no longer go out on the spur of the moment.
4. My husband has suddenly started to work longer hours. We have no time to talk. It almost seems like he doesn't like to be home any more.
5. How can I get my husband to help with the baby?
6. I feel guilty when I want to do something besides hold the baby. Should he have my complete attention all day?
7. I don't understand what's happening to me. I just don't feel like myself.
8. Our home life has become a wreck. Sometimes I wish we had never had a baby.

Areas of Information You Will Need to Learn About to Teach This Topic

- The common emotional stages parents go through as they adjust to a new child.

---

[1] The presentation of this topic in the young baby class has been to groups of women only, but the information can be adapted to meet the needs of fathers' or couples' groups.

[2] As their children pass through and beyond the young baby stage, you will find further information on this topic in Part VI:6 (p. 374) and 7 (p. 387).

  - The kinds of feelings that are typical when men and women become parents.
  - Ways parents' feelings change as their child gets older.
  - Typical feelings parents have toward their baby and their spouse.
- Ways couples can maintain a close relationship during their baby's first year.
- Ways a woman can help her husband develop his relationship with his baby.
- Ideas about ways to make adjustment to parenting easier.

Family Dynamics—What This Topic Means Psychologically to Parent and Child

Becoming a parent and adjusting to that new role can be two of the most difficult endeavors in a person's life. New parents typically have feelings of fatigue, confusion, inadequacy, and anger, along with—and sometimes at the same time as—feelings of elation, love, wonder, and joy. The combination of feelings and the extremes of highs and lows can add tension and frustration to an already hectic time. Parents can be so overwhelmed by the adjustments they must make and the learning they must absorb that they feel unhappy with their life and in need of some "mothering" themselves.

While parents are experiencing great emotional turmoil, babies have no comprehension of their parents' difficulties. They are only aware of their own needs and wants, though they are aware on some level of their parents' feelings toward them. Babies are not as affected by their parents' adjustment to their new roles as they are by their parents' long-term relationship with them.

Sample Concern of Parents

Concern	*Critical Issues*
My husband and I waited a long time for our baby, but in spite of our happiness, things seem to be falling apart at home. We bicker frequently, nothing gets done around the house, I'm tired all the time, and I hate myself for sometimes wishing we had never had a baby.	—Surprise at strength and ambivalence of feelings. —Husband-wife relationship is strained. —Feelings of inadequacy. —Parent feels guilty over resentment of baby. —Parent finds it difficult to cope with constant fatigue. —Parent feels lack of accomplishment since her life isn't as organized as it was.

Key Questions

1. What are you expecting of yourself? Are you setting yourself up for disappointment by expecting the impossible?
2. What are you expecting of your husband? How do things look from his point of view?
3. What are you doing to make yourself feel good? Are you meeting some of your own needs? Can you do anything else for yourself?

For the group

4. Have others of you experienced similar feelings? How have you dealt with them?

Readings and Other Resources

Brazelton, T. Berry, *Doctor and Child* (New York: Delacorte Press/Seymour Lawrence, 1976), pp. 43-59.

Brazelton, T. Berry, *Infants and Mothers* (New York: Dell Publishing Co., Inc., 1972).

*Burck, Frances Wells, *Babysense* (New York: St. Martin's Press, 1979), Chapters 11-12.

*Delli Quadri, Lyn and Breckenridge, Kati, *Mother Care* (New York: Pocket Books, 1978).

Galinsky, Ellen, *Between Generations: The Stages of Parenthood* (New York: Berkley, 1982).

*Isaacs, Susan and Keller, Marti, *Inner Parent* (New York: Harcourt, Brace, Jovanovich, Inc., 1979).

Lindbergh, Anne M., *Gift From the Sea* (New York: Random House, 1978).

Massie, Suzanne, "Getting to Know You," *Family Circle* (December 13, 1977), p. 158 (this article is reprinted in its entirety in "Meeting Your Own Needs," pp. 384-386).

*McBride, Angela G., *The Growth and Development of Mothers* (New York: Harper & Row, 1973).

Rozdilsky, Mary L. and Banet, Barbara, *What Now?* (New York: Charles Scribner's Sons, 1975).

*Sarda, Reese, "Reflections of a Father Who Became a Mother," *Redbook* (November 1975), p. 38 (this article is reprinted in its entirety in the "Handouts" section of this topic).

*Skaggs, Merrill Maguire and Barber, Virginia, *The Mother Person* (New York: Schocken Books, 1975).

Weisser, Susan, "How I Learned to Cope with My Difficult Baby," *Redbook* (November 1977), p. 42.

*Wolfson, Randy M. and De Luca, Virginia, *Couples with Children* (New York: Dembner Books, 1981).

teaching/presentation

Homework

The homework observation for this topic was developed to encourage parents to think about and try to accept the kinds of adjustments they are experiencing.

Practical Suggestions or Strategies for Teaching This Topic

- It is generally better to schedule this topic later in the series. By then, group members will know each other fairly well and feel more comfortable discussing personal issues.
- A warm, supportive, free-flowing discussion is more important to this topic than a long and specific agenda of issues.
- It is important to cover as many feelings new parents experience as possible. If certain feelings aren't brought up, you can summarize those that have and then ask about other feelings that the group has found hard to cope with. Offering examples from your own experience can be very helpful.
- Parents of young babies often have difficulty verbalizing their feelings. The whole experience is so new that they may feel upset, tired, or confused and not really know why. Gentle encouragement and appreciation are important responses for you to make to any ideas group members feel able to share.
- Since parents continually gain insight about parenting as they gain more experience, new parents will not have the depth of understanding you have. However, your ideas and information will help them gain perspective on what's happening, on what's coming later, and on the continuing nature of the process of learning about parenting.

Mini-lecture and Lead-off Questions for Discussion

Sample mini-lecture

Becoming a parent entails learning a new role. It also entails undergoing changes, accepting new responsibilities, and feeling

HOMEWORK

ADJUSTING TO PARENTING

(1-6 months)

Please spend some time thinking about these homework questions and then discussing them with your spouse. They will be a guide for our class next week when we talk about what the first months of parenting have been like for your and your spouse.

1. Please read the following paragraph and describe some of your reactions to what this author says.

"No matter how much you have read about babies or how many Red Cross courses you have taken to try to get ready for the experience of caring for your new baby, it is still a totally new experience. The reality of it all doesn't hit you until you come home from the hospital and are actually face to face with this brand new, living, breathing thing: your new baby. There it is, twenty-four hours a day, and it won't go away!" (Dodson, *How to Parent*, 1970, p. 31.)

2. The arrival of a new baby is the beginning of real changes in your life. What are these changes like for you *and* your spouse, as individuals and as a couple?

Parent's name ______________________________ Date __________ Child's age ______

PARENTMAKING: A Practical Handbook for Teaching Parent Classes About Babies and Toddlers by B. Annye Rothenberg, Ph.D., Sandra L. Hitchcock, Mary Lou S. Harrison, and Melinda S. Graham. Copyright © 1981 by The Banster Press, P.O. Box 7326, Menlo Park, CA 94025.

new and often unsettling emotions. We can feel elated with our new son or daughter, but we can feel unhappy, too, with the way our lives have changed. Negative feelings are perfectly normal for new parents, but they need to be accepted and discussed to keep them from taking too great a hold on us. Let's talk today just about us and about our adjustment to becoming parents.

You can begin the discussion if no one volunteers a statement or question with a lead-off such as the one that follows and use any of the rest of the lead-offs to continue the discussion..

Lead-offs

- Adjusting to parenting is difficult. Some days you may find yourself saying, "Now what were all those reasons that we decided to have a child?" From your own personal experience, what feelings about being a parent have been difficult for you to deal with?
- We've been talking about some of the feelings associated with becoming a parent. In our adjustment, a lot of us get mixed up about our role because we can't separate what we know about ourselves from the myths of what we think a good parent should be. What are some of the myths about parenthood? How do these differ from its reality?
- How do things look from your spouse's point of view? What are some needs he is finding hard to meet now that he's a father?
- What are some of the things you and your spouse are finding hard to continue or maintain in your relationship? What concerns do you have about the way your time is spent together?
- How do you feel about your spouse's relationship with your baby and about his participation in baby care?
- What are some of the ways you have found to deal with the adjustment to becoming a parent? What are some of the ways you're finding to meet some of your own needs? When confidence and self-esteem are low, what do you do?

Additional Information for Parents

- Things do get better. The first months of parenting really are the hardest.
- There are many myths about parenting that have nothing to do with its reality. Parents are not naturally patient, loving, always giving, and totally responsible for every aspect of their child's development.
- New parents often shut off their own needs. Several times a year parents ought to reevaluate their own needs to see how much of themselves they really "turn their backs on" and if there are more needs that can be met. Sometimes parents' needs for nurturing can be met by simply setting aside five minutes to do something special for themselves.
- Parents will always have some negative feelings to cope with, but they may become more accepting of them if they can learn to appreciate their diagnostic value. A period of depression, for example, may indicate that a personal need is asking to be recognized.
- Some parents may not be able to implement proposed solutions to parenting adjustment problems for some time. Knowing about the possibilities, however, will give them options to choose from at the appropriate time.
- Most new parents feel some difficult emotions. The most common are:

Guilt, Resentment, and Anger.

- Parents may feel at times that they don't love their baby, especially until they feel that they are meeting their baby's needs. Since babies can't send clear signals and often don't know what they want, it's hard to figure out what they need. Parents can feel guilty over what they think is their failure, and anger at the child who is causing these emotions. Parents need to remember that it takes a while to love a child and get used to being a parent.

Lack of Confidence

- Parents start on their new career with little or no training. They feel there are answers to their questions somewhere but they don't know where to go to find them. It seems like they're experimenting with their baby, not knowing what to do. A great deal of anxiety can result from this confusion.
- Parents may feel inept when attempts to soothe don't work; they may blame themselves when their baby is fussy. It helps parents to

know that all babies fuss, no matter what kind of parenting they experience.

Burden of Responsibility

- Many parents feel a great, almost overwhelming responsibility to help develop every aspect of their child's behavior. This feeling of responsibility usually comes from cultural or societal pressure to be all things to one's child. The sensation of having one's existence be the source of nourishment for another is a good feeling, but sometimes it can be frightening and the expectations that accompany it unreasonable. It helps for parents to remember that although they do structure a great deal of the environment for their child, the child develops at his own rate according to his own interests and temperament. Development is his responsibility, guidance the parents'.

Lack of Organization and Sense of Accomplishment

- With a young baby's constant needs, it's hard for a parent to feel in control and confident. Even simple things like making phone calls, writing notes, paying bills, and shopping can seem like huge tasks. It's hard for parents of a young baby to plan because they never know if or when there will be time to do anything. If time is available, parents often feel absent-minded or unable to get going. This is a time when all those routine chores are huge tasks. No one breezes through this period without some help and support from family, friends, cleaning services, and so on. Though parents are used to thinking, "How can I help?" they now need to think, "How can I accept offers and services from others to make this time easier?"
- It's hard for parents to give so much to their baby and get so little back. It's also hard to put their own needs last. Most parents of infants wonder if their lives will ever have a comfortable, rewarding routine again.

Feeling Isolated

- Many new mothers often feel neglected. Shortly after their baby is born, there are no more childbirth classes to attend and no visits to their doctor. The baby receives a great deal of attention and the mother may feel like she's no longer important. Parks, YMCA's, churches, parenting classes, and other community resources offer ways for new parents to meet each other. It's well worth the effort to find another parent of a young baby to talk with.
- There's no praise for a job well done or for the incredible effort that goes into parenting. In addition, mobility may be limited, especially for mothers, and there can be little stimulation from or interaction with other adults.

Fatigue

- After weeks or months of getting up during the night, fatigue can make parents feel like zombies. They can literally fear going off the deep end, really falling apart and not being able to cope. Parents need to figure out how to get more rest and temporarily relax some housework-related standards.
- Most parents don't realize that emotional exhaustion is worse than physical exhaustion. They may not even recognize or understand it when they're experiencing it, but the emotional adjustment to the new situation can be extremely difficult and continue for at least six months. Women aren't used to giving serious thought to pampering themselves, but this is the time to figure out how to get more rest. The house doesn't have to be clean; standards can be temporarily relaxed.

Change in Friends

- Often, good friends of new parents may not understand the new situation. It can be hard for them to fully know the changes or problems when they haven't experienced them. Parents need to seek out parents with young babies who understand the experiences. Again, it's crucial to find other parents of young babies who *do* understand.

No Time Alone

- With their new responsibilities, parents can suddenly find that they have no time to themselves. As soon as feasible, they should try to set up an arrangement that enables them to have time alone. A mother can arrange for a weekly sitter, exchange sitting with a friend, or get help from her husband. Finding time to meet personal needs can make parents feel a great deal better.

Ambivalence

- Having a child seems to broaden the range and intensity of one's emotions. Parents may feel incredible love and happiness one minute and extreme anger and resentment the next.

Loss of Warmth and Closeness with Spouse

- Many couples have been married a long time before their baby is born, and are used to having lots of time with each other. During pregnancy, they may even increase their shared time and communication by going to classes together and working on the joint goal of delivery. They feel close, optimistic, and excited. When their baby is born, many fathers may stay home to help the first few days but soon, in most households, it's back to work for the husband and the start of total child care and home management for the wife. At this point, parents begin to operate in different worlds and have different types of work schedules. The husband may not understand what is happening to the wife and the wife may lose touch with what the work world is like for her husband. Even when both parents are participating in child care, communication between them can be subject to all kinds of restraints and limitations. Parents need to try to arrange some time each week to spend alone together. This can give them time to concentrate on each other, talk about each other's needs, and have fun together.
- Couples need all the support they can get to remember who they are as people. All too often, however, they are helped to become the kind of parents others feel they should be, not helped to keep a sense of personal adventure in their lives. Couples need to be overly assertive in their goals and expectations because it is likely they will encounter opposition from other people.

Handouts

Two magazine articles, "A New Mother's Confessions of Ambivalence" by Nancy Kelton and "Reflections of a Father Who Became a Mother" by Reese Sarda, are the handouts for this topic.

HANDOUT

A NEW MOTHER'S CONFESSIONS OF AMBIVALENCE

by Nancy Kelton

Sometimes when I walk down the street with my child in her carriage and my husband beside me, I feel so detached from them that I want to turn around and face off in the opposite direction to be alone with my thoughts. At other times, in the same situation, I feel we are so close to one another that I want nothing more than to continue walking along in silence, sharing what is ours alone.

Shortly before I decided I wanted to get pregnant, I had a dream that I was called to do substitute work at a public school. The job was to take the place not of a teacher but of an absent third-grade student, and I found myself sitting at a small desk in a classroom with 20 eight-year-olds.

In the next part of the dream, it was the following day and I was substituting for the teacher of the same third-grade class. When I stood in front of the room to begin the day's lessons, the children did not know how to respond. They could not figure out whether I was a teacher or a student.

At the same time, I was not sure whether I was an adult wanting nurturing. Now I am still not sure, although I often find myself struggling to be both.

When my daughter, Emily, and I are together in the house for an entire day, somewhere between five and six o'clock, when she is tired and hungry and cranky, and I am tired and hungry and cranky, I want to run away from home. I am resentful that my husband gets such a thrill when he comes in and sees her little face light up.

When Emily and I are apart during the day, somewhere between five and six o'clock I want to get home. When I come in, I can understand precisely how my husband feels, and I am no longer resentful. It is an incredible thrill to see my daughter's little face light up.

One day when I took Emily shopping, a woman stopped beside the carriage to admire her. "Enjoy her now," the woman advised me. "Before you know it, she'll be all grown up and leave you." I didn't say anything, but I was secretly wishing that Emily would grow up and leave me already. It isn't easy to enjoy someone who cries when she should be napping and who spits out her cereal when she should be swallowing it.

Later, when I was changing Emily's clothes, I started to put her in a T-shirt, and I noticed it was too tight across the chest. I got up on the stepladder to put it away, feeling a slight pang of sadness. My little girl had already outgrown something.

During my pregnancy, I dreamed that I took off my old, faded jeans and gave them to an older woman friend who handed me a pair of well-tailored, stylish slacks to wear. I did not put the new pants on. I remained in my underwear, staring at both pairs, trying to decide which were right for me.

At the time I was frightened that I would soon have to replace the parts of myself with which I felt most comfortable with what others expected of me. I have discovered that, as a mother, I did not have to give away my favorite jeans. It is just a little more difficult to wear them all the time these days. They always seem to need washing.

Recently when my parents came up to visit us from Florida, they kissed me rather quickly when they arrived and then lavished their attention on Emily. After a few moments, my mother apologized for neglecting me. I told her I didn't mind. Everyone doted on Emily. It was only natural. She then looked at me and said, "I guess now it's your turn to live vicariously."

Her remark went through me like a knife, and although I remained silent, I felt enormous waves of anger and fear rising inside of me. Anger that my own role model, who spent what could have been her most creative years, in frustration, living vicariously through her daughters, had no qualms

---

Nancy Kelton is the author of four children's books. Reprinted from the *New York Times*, © 1978.

A NEW MOTHER'S CONFESSIONS OF AMBIVALENCE (continued)

about passing on this legacy to me. And fear that I might find myself accepting it.

Sometimes when Emily is getting up from a nap, I stand over her crib, watching her and smiling. She looks up at me and smiles back. Then I tickle her or talk to her or kiss her and she smiles even more or else she starts to giggle. Sometimes her giggling makes me laugh out loud. These moments when we are sharing and connecting are the ones that make me say "yes" when someone asks me if I am glad I decided to become a mother.

One Friday afternoon, not too long ago, after Emily had spent a good portion of the week teething and crying and refusing to eat, nap, be quiet, or give me one minute to myself, I sat down on the floor beside her intending to play, when I felt big tears streaming down my cheeks. I began to sob. And I could not stop.

To gain my composure, I walked over to the window and looked out, pretending for a few seconds that I was alone. It didn't work. I was still crying. When I turned around Emily was staring at me. And smiling. Her smiling made me sob even louder. Her eyes were fixed on me and she started laughing and waving her arms about, responding to my outburst of frustration as if it were a game or song.

Suddenly my sobbing turned to laughter. I picked up my little daughter and held her very tightly, realizing that there will be many more times in our lives when we will unwittingly inflict pain on each other, and many more times when we think we understand each other but don't. And it won't always be easy. But nothing worthwhile ever is.

117

HANDOUT

REFLECTIONS OF A FATHER WHO BECAME A MOTHER

by Reese Sarda

Our first child, Sigrid, was born in the spring, and for some months afterward our family appeared cast from the standard American mold. My wife Lynn did all those things a young housewife and mother is supposed to do. She cooked the meals, did the housework and cared for the baby. I went off to work each day, doing either carpentry or house painting.

There were only two slight drawbacks to our otherwise-pleasant situation. Lynn didn't feel she was cut out to be a housewife; she was a teacher and wanted to teach. Although I was successful at it, I didn't feel I was meant to be a builder or a house painter; I wanted to write and would gladly have kept house and cared for the baby in exchange for that privilege.

Our decision to reverse roles took place in June, when Lynn was offered a teaching position at a school for retarded children. We did no debating or soul-searching; within three days our minds were made up.

"You'll have to start weaning Sigrid," I said.

"I'll talk to Dr. Zipser," Lynn replied. "We should probably start now with a bottle for one feeding." And: "You can always call Mrs. Campbell or Mrs. Peterson if you run into trouble."

Unnecessary advice! I thought. I felt perfectly competent to take care of the house and the baby.

By September, Sigrid, now five months old, had become a bottle baby, Lynn began going out to work and I became the "houseperson," doing my writing at night when Lynn and the child were asleep.

Eleven months later our second daughter, Inga, was born, and after seven weeks at home Lynn went out to work again. Sigrid was now a mischievous, active 18-month-old.

Now I had two children to care for, and I found it to be extremely hard work. And after over a year of being a houseperson I began to wonder: Am I suited to this job? Is parenting strictly a woman's occupation after all? Do women have some natural bent for the work that I, a man, lack? Is my maleness what is making the work more difficult than it logically should be?

I thought those questions over and concluded that to accept the premise they implied would be a paltry rationalization. Talking to some housebound mothers and reading a few magazine articles thoroughly dispelled any remaining doubts I might have had. We, the housebound parents, all were in the same situation. To some extent we all exhibited the same symptoms. It had to do with the job, not the gender.

That fact was further established by observing Lynn. She would come home tired after a day of teaching, but her tiredness was entirely different from the dragged-out feeling she'd experienced when she held the houseperson job. Now it was a very direct tiredness, easy to pinpoint and easy to cope with. She would come home and say: "We did numbers all morning. I don't want to see another number today." Easy enough. Shut down the math segment of the brain. Let it rest. By the time she went to bed, the exhaustion would be gone. It had been the same for me when I was out working.

But parenting was different; it was an over-all wearing down. One never quite caught up with the attrition of continuous wear and tear.

At first I thought the two hours I spent writing every night might be taking away needed sleep. But I knew I had never required, until about two years ago, more than five hours of sleep. As for the writing itself, I realized it had a reverse influence: It wasn't wearing me out; it was giving me energy. It was something all my own. It was an activity that relaxed me and bore fruit, and I looked forward to doing it.

Reprinted with permission of Reese Sarda and *Redbook* magazine copyright 1975.

Without seeming to be "work," parenting was actually a physically demanding and mentally consuming job. The physical aspects were easiest to understand. I didn't have that nice aching-muscle tiredness that comes from expending large amounts of energy in a relatively short time. When I painted a house, I worked fast and intensely. I carried ladders and climbed up and down, using my legs as well as my arms. At the end of the day I was worn out, but I knew when and where I had earned my tiredness and I could feel my body being replenished as I ate a good meal and relaxed in a soft chair.

When and where does a homebound parent get tired? How, by the end of the day, had I earned the dull stiffness in my legs, the kink in my back? Was it the result of my 14th trip upstairs? Perhaps it was the 23rd trip that did it. Maybe it was from having my leg tugged at by Sigrid while I was trying to do the dishes. And how about the heaviness in my arms? Did that come from tying Sigrid's shoes, or from spooning out petite servings of pablum to Inga?

So much for the physical side of parenting. There is the mental side too.

The mental effort needed for parenting is also different from that needed for other jobs. Most work demands a type of concentration that focuses on just one area or on a few specifics at any given time. A plumber running copper tubing through a house concentrates on the soldering of one joint before moving on to the next. Should he run into an unusual problem, he can take a short break.

A computer programmer concentrates on a specific problem too. If he has solved it or not, when his mind tires he can walk down the hall and find an idle co-worker with whom to discuss the upcoming title fight or the grim realities of rising mortgage rates.

In most jobs ample opportunities exist to switch off concentration and then switch it back on—periods of action and rest, wear and refreshment. But the concentration required for good parenting, especially when handling more than one young child, is different. The parent is *always* on the job.

Even when the parent is asleep a state of being "on call" exists. The sound of coughing, steps in the hall, doors closing—any and every sound must be heard and evaluated before it can be dismissed. The mind is prevented from getting so involved in some one thing that it shuts out the surroundings.

The proverbial housewife, who has so much to do all day that she wishes she had a third hand, would do better to wish for a second head instead. That way, when one brain got overworked she could switch it off for a while and switch on the other.

In my case there have been moments—many of them—when I could have used a third hand and a third head! A not-so-hypothetical 15-minute segment of a typical day shows how that could help:

It is afternoon. There is bread baking in the oven. It will be done in five minutes. Suddenly Inga wakes up and begins crying. She's a half hour early. Sigrid is sitting peacefully by the toy box, puttering with something. Should I take out the bread early and hope it won't be soggy inside? Or should I leave it in the oven and go up and change Inga and bring her down and hope the bread won't dry out? Or should I get her bottle ready and let her wait the five minutes that it takes? The last is the most practical. As long as she's crying, "Hey, I'm hungry!" I know she is safe and sound. A parent quickly learns to distinguish the meanings in a baby's different cries.

The baby is crying lightly, the bread is baking and the bottle of formula is being heated. I open the oven, take out one loaf, turn it out of the pan and thump it. A nice, resonant sound—the bread is finished. I've just reached in for the second loaf when out of the corner of my eye I see Sigrid dashing across the room, shoelaces flapping dangerously. That's why she's been so quiet! She's been fastidiously working on the bows I'd tied 30 minutes before.

Sigrid is going too fast for comfort. I put the second loaf of bread, still in the pan, on the counter and rush into the living room and grab Sigrid before she trips. While I'm tying her left shoe in a more challenging combination of bows, the water in which the formula is heating suddenly boils over the saucepan.

At that instant the baby stops crying, arousing my suspicions—and the telephone rings, arousing exasperation. I finish with Sigrid's left shoelace and rush to get the stove before the boiling water puts out the gas flame. Then I pick up the phone.

Sigrid glares at me. She is furious. First I've undone the beautiful job she'd done of untying her left shoe and now I am completely ignoring her untied right shoe, thus saddling her with a terrible case of lopsidedness. She starts sobbing as if the world's greatest tragedy had just occurred.

"Hold on a minute," I say into the telephone—it's my favorite telephone phrase—and I dash upstairs to see why Inga has stopped crying. She's asleep. By the time I get back, Sigrid has forgotten about her shoe and is using the phone receiver and cord as a yo-yo, whacking the receiver on the floor. I get the phone back, which means more tears from Sigrid.

Lynn, who is usually very thoughtful about not disturbing me at my work (unlike the majority of providing mates), is on the phone. She has called for no other reason than to be friendly.

"What's going on there?" she asks.

I sense an accusatory tone and snap, "Everything's fine."

At that moment Sigrid notices the bread pan and tries to reach it. I call, "No, no! It's hot!" She pauses in her efforts. A teasing grin crosses her face. I can hear the wheels turning as she wonders: Does Daddy mean it?

There are some lessons you let your child learn through experience after she's failed to heed a warning, but burning her hand isn't one of them. "Hold on a minute," I tell Lynn, and then carry Sigrid out of the kitchen. She's crying again. I return to the kitchen, push the bread well out of reach and win the race with Sigrid back to the yo-yo. She storms off. Everything she wants to do today I mess up.

Before I get the phone to my ear Inga begins crying again. An alarm goes off inside me. This time it's not because she's hungry or wet. It is something else—something that can't be put off. "I'll call you later," I tell Lynn, and race upstairs. One of Inga's legs is caught between the crib bars. I free her and pick her up, comfort her, and change her diaper. All the while I listen carefully to Sigrid's progress on the stairs. As long as she's going up, she's fine. She reaches the top just as we are ready to go down. With Inga over my shoulder and Sigrid under my arm, we head for the living room. A moment later I'm sitting down, holding the baby's bottle in one hand and struggling to untie a knot in Sigrid's right shoelace with the other.

The scene took about 15 minutes. It could hardly be called a crisis—it was just one series of nonscheduled involvements that fill the parenting schedule daily. I was mentally alert every minute; yet what was I thinking about? I don't know what I was thinking about.

Life went on that way. There were hardships. There were moments of joy. The baby was crawling; then she was walking. Sigrid had become a chatterbox. The demands on me didn't diminish. But my writing sustained me.

When Inga was two and Sigrid about three and a half, I went through a crisis. The years had passed, and somewhere along the way I had started to feel that I was being consumed by those around me. It wasn't a particularly dramatic feeling, but I felt it just the same. Somehow I didn't have enough energy to combat the sensation that I was starting to shrink, to disappear.

There seemed to be tangible reasons connected with my mood, but they were of the which-came-first-the-chicken-or-the-egg? variety. One of these reasons was the first serious cold I'd had since I was a child. It took hold of me in autumn and held on until spring. Another was that I'd been unable to get started on a second book—the first, at long last, was finished. The mounting pile of rejection slips wasn't nearly as distressing as my not being able to write. I needed the escape and the sense of accomplishment that writing afforded me. Writing was my private tranquilizer.

I knew that somehow I had to muster the energy to get rid of my cold and begin writing again, but there didn't seem to be enough energy for everything and everyone. Lynn, Sigrid, and Inga had first claim on me. I didn't want to skimp on whatever portion of me each of them needed to keep fit and happy. The bigger they all grew—

both inside and out—the more of me and my energy each seemed to require. It had reached a point where there was hardly any of me left for me. I was becoming, I feared, a faded nonperson.

I had had advance warning that the homeperson's identity gets a little fuzzy during those intense years of dealing with small children. All my life I had seen, read, and heard about women in various degrees of fuzziness, but it had never occurred to me that such a problem wasn't just one of those "female weaknesses" we men tend to dismiss without a second thought.

Up to now Lynn and I had faced some problems that came about simply because I was a male in the home or because Lynn was a female out of the home. It was *because* I was a male, for example, that I sometimes had a self-conscious time dealing with infants when my men friends were around. It was *because* Lynn was a female that her parents refused to accept her position as provider in our family. But my fuzziness problem was completely different. This problem came about not because I was male, but *in spite of the fact* that I wasn't female.

I was going through a traditionally female identity crisis—the one in which the very existence of a clearly defined self is threatened because of a woman's constant service to her provider and her children. Whoever heard of such a thing happening to a man? It meant just one thing: The emotional condition of the housebound mate has nothing to do with the sex of that person.

Now, I certainly don't want to deny males their hallowed right to such a crisis: the male's seeking his own identity is an intricate part of growing up and away from parents and past. But while the traditional female crisis is one of losing an identity, the traditional male crisis is one of searching for something as yet unfound. Men are always roaming around looking for their identities; women are always clinging to their identities so that they don't lose them.

Until that winter I had been able to dismiss moments of discomfort by saying, "That's the way men are" or "That's the way women are." I realized now that the psychic state of the dependent adult—the housebound mate charged with parenting—transcended sex and simply slammed the door on a lot of easy answers. I could no longer think in conventional male-female terms.

Why do women so often feel consumed?

Traditionally a woman is the sustenance of her family. She's the one who gives of herself for the growth of a family and its individual members. It's a completely supportive role. Whatever success comes, comes in the shape of laurels won by those she's nourished. The sensation of having one's existence be the source of nourishment for other people is a good feeling, but sometimes it can be frightening.

A case in point was what was happening to me. (I was not a woman, but a mother all the same.) I was fighting a cold on the physical front. On the mental side I had made several false starts on a new book. After two and a half years of 24 hours a day of parenting, my sense of myself and my defenses were low. Something had got past my guard, sneaked into my spirit, and pulled the drain plug. It was a slow drain, but constant. I was being quietly consumed, and the rest of the family was so busy growing that they didn't even notice.

Not that I wanted them to notice. Surely if I became openly moody and loaded down my wife and children with my private frustrations, it would be counterproductive for us all. Lynn would feel lousy about going out to work; the girls would feel lousy about growing up; and I'd get even more frustrated because not only was I being consumed but also I wasn't doing my job properly. How could I be doing a good job if everyone felt lousy?

Why doesn't a man feel consumed in the same way his wife does? I think it's because he tends to get so caught up in the material commitment to his wife and children that he loses sight of his potential for deep emotional commitment and involvement. We males have unwittingly grown so complacent about our positions and the material comforts we provide that many of us are no longer capable of giving a pure and spiritual part of ourselves to those we love. We have somehow permitted ourselves to become emotional stiffs.

A man works hard. He contributes a lot of energy and devotion to earning a living for his family. He gives his family tangible support by the truckload and intangible support by the thimbleful. He allows his family to nourish off him—but only in nibbles, seldom in feasts, unlike the woman at home who gives herself without stint.

In thinking about the roles of men and women I realized that unconsciously I had always judged men and women in pat terms. Men gave and women took on the material and physical level, but on the spiritual and emotional plane men were the takers and women the givers. Fair exchange: Men gave prosperity and women gave comfort. What could be more natural? It was hardly worth a thought. The species thrived.

Now I was forced to give it some conscious thought. I no longer took comfort; I gave it. That changed matters.

The situation Lynn and I were in made the standard provider-parent area of our relationship less rigid than in a lot of other families. It didn't matter that in the past we'd been fed substantial doses of social indoctrination regarding male-female roles. Both of us were able to give and take support; we each had worn the other's shoes.

I knew how Lynn felt in most instances. On the other side, Lynn knew what I meant when I said, "Inga's getting another tooth" or, "Sigrid followed me everywhere today."

Just knowing that Lynn was able to understand allowed me to feel not quite so helpless and without identity or control of my destiny as many women must feel along about midway through the third winter, housebound with two small children. Thanks to Lynn with her understanding and her emotional generosity, I began to feel less helpless.

One night in early March I awakened with a throat that was sorer than it had been for the last four months (probably from talking too much; I had doubled the amount of my talk, almost as if doing that would prevent me from disappearing). The left side of my face was stiff, as if Muhammad Ali had given me his best left jab to the cheek. I felt awful. Still half asleep, I couldn't keep the thought from my mind that if I didn't get better soon, I was going to die. I was going to die before my children could grow up. It made me so sad that I almost cried.

I think the fact that I—a man—had almost cried scared the cold right out of me. It left a few days later. In its place came a small bolt of inspiration. Nothing big—just enough to get my fingers moving on the typewriter keys again. Now, again, I had a place other than my own mind and body in which to deposit my daily frustrations. It had been a long stagnation, but I emerged a little wiser.

When Sigrid was four and a half and Inga was three, they stepped out into the world; they entered nursery school. For me it was like the end of an era that had lasted a hundred years and was over in a minute. Those are the years, so all the baby- and child-care books proclaim, that shape the child. Those years also shape the parent. They are difficult years, but the sensation of accomplishment is just overwhelming. Like the work itself, the parent can't put a finger on any one thing and say, "Look what I've done! Look what I've accomplished!" There just isn't any tangible reward involved—and that's the beauty of parenting. You reach a point where you no longer need tangible rewards to feel rewarded.

5

EQUIPMENT

background/preparation

Goals to Work Toward in Presenting This Topic

Many parents are interested in the various pieces of baby equipment that are available in today's market. With the wide number of choices, parents can be uncertain as to which are beneficial, which are unnecessary, or simply what is obtainable.

The goals to work toward on this topic are: (1) to review for the parents the different kinds of baby equipment that are available, including those pieces that are essential and what to look for when buying; (2) to provide the opportunity for parents to try out various pieces of equipment in the classroom; (3) to provide parents with information about places where they can buy, borrow, or trade equipment.

Typical Parental Interests and Concerns About This Topic

1. When can I start having Meredith use a highchair, a jumper, a walker, and the other standard pieces of baby equipment?
2. Will I hinder my baby's development if I let her use a walker?
3. How do I keep Hugh from slipping out of his highchair?
4. Is a wooden playpen better than a mesh playpen?
5. Am I restricting Bret's freedom too much if I put him in a playpen?
6. Where can I find used baby equipment?
7. Is it possible to rent baby equipment to try before buying?

Areas of Information You Will Need to Learn About to Teach This Topic

The kinds of equipment available for babies.

- How to tell which brands are the safest and most durable.
- Local stores that carry baby equipment, especially those with the best selection and the lowest prices.
- Appropriate ages for babies to be when using different kinds of equipment.
- How to use the different pieces of equipment.
- The kinds of equipment that are most necessary.

The ways certain pieces of equipment influence development.

- The effects of the use of walkers and automatic swings.
- Different ways to use a playpen.

Family Dynamics—What This Topic Means Psychologically to Parent and Child

The subject of baby equipment can be yet another area in which parents can feel uncertain. With so many kinds and models of equipment available, parents may not know what is beneficial or suitable for their child, when the appropriate time is to provide it, or how to use it. Many parents want to be sure that their child has appropriate experiences and is properly stimulated, but most don't feel they know what their baby needs. When they provide equipment, however, they find it enjoyable to see their baby use it and to see him have new experiences.

Being in different types of equipment can provide babies with pleasure and new learning. It can expand their world and sometimes decrease their fussiness. In some situations, however, babies can be frightened by certain equipment or need time to adjust to it.

Sample Concern of Parents

In-depth analysis of a particular concern is not necessary for a discussion of equipment.

Readings and Other Resources

*Burck, Frances Wells, *Babysense* (New York: St. Martin's Press, 1979), Chapter 18.

*Consumer Reports, *The Consumer's Union Guide to Buying for Babies* (Mount Vernon, N.Y.: Consumer's Union of United States, Inc., 1975).

*Consumer Guide, *The Complete Baby Book* (New York: Simon & Schuster, 1979), pp. 54-169.

The Princeton Center for Infancy, *The Parenting Advisor* (Garden City, N.Y.: Doubleday and Company, Inc., 1977), pp. 506-514.

teaching/presentation

Homework

There is no written homework for this topic, but you may wish to ask parents a week before the discussion which pieces of equipment they are interested in learning more about. Then the group can pool its resources and bring to class equipment they already own that others wish to see and familiarize themselves with.

Practical Suggestions or Strategies for Teaching This Topic

- The discussion of this topic can be very informal, especially if equipment is brought in for demonstration. Parents can share ideas about which kinds of equipment they feel are most helpful, where to buy them, and how to use them.
- You may wish to collect catalogs from places that sell, rent, or exchange equipment and make them available during the break.
- You may find that many parents already have a good deal of equipment, either received as gifts or purchased. Be careful not to let parents become overly concerned that their equipment is not the "best," for example, if their car seat is not the highest rated.
- Be ready with ideas on equipment exchanges or ways to sell equipment.

Mini-lecture and Lead-off Questions for Discussion

Before you begin your talk, you may wish to distribute the handout "Equipment for Babies" (see the "Handouts" section of this topic) so that the group can refer to it as you speak.

With so many pieces of baby equipment available, most of us would like to know just what is necessary and what we can do without. I would say that a highchair, a car seat, a crib, and a stroller are the most important pieces to consider. The rest of the pieces listed on the handout can be helpful or practical, depending on your needs and your life style. Let's go over the list one by one and talk about what's important to look for when purchasing or renting each.

As you discuss equipment, ask the parents if they have any questions or pointers to share. Then ask if they'd like to talk about any items that haven't been mentioned.

Now that we've talked about the various pieces, let's discuss where to obtain them. Remember as we mention places, that finding the store that offers the lowest prices may not be the answer for all of you. It may be easier to obtain something at a nearby store for a higher price or borrow a used item than to drive a long distance in order to find a better price. Practicality should always balance cost.

You can mention a number of stores in your area that sell or rent new and used equipment. Ask the parents about stores they've frequented or other ways they've obtained what they needed.

A final step in the discussion can be the demonstration of pieces of equipment parents have brought in to show each other.

Additional Information for Parents

- The *Consumer's Union Guide to Buying for Babies* is a good resource for determining which brands of equipment are recommended and what to watch for when purchasing equipment.
- There seem to be about the same number of pros and cons for wooden playpens and mesh playpens. Wooden playpens allow a baby to pull himself up to a standing position more easily, but he can hit his head on the bars and toys can fall out. A mesh playpen doesn't allow a baby to pull himself up, but his toys will stay inside it and he can't hit his head. One plus of the mesh playpen is that its side can be dropped so the whole playpen can be used as a toybox.

Handouts

The handout for this topic, "Equipment for Babies," lists the kinds of equipment available, appropriate ages for their use, and things to watch for when buying equipment.

HANDOUT

EQUIPMENT FOR BABIES*

Equipment	*Age*	*Use*	*Buying Tips*
Car beds	Infancy to 3-4 months.	For car trips or use at home in place of cradle or bassinette.	Not very safe for car travel.
Cribs	Infancy on.	For baby to sleep in.	1. Basinettes are not at all necessary. 2. A sturdy hardwood crib is long lasting and safe. 3. If funds are limited, spend money on a good mattress. 4. Mattress should be flame-proof, firm, and durable. 5. Crib prices vary according to type of wood used—needn't have hardwood bed. 6. Steel coils silence noise of baby's jumping up and down. 7. Standard crib size is 27" by 52". 8. Put bumpers around side of crib for softness and keeping out drafts. 9. Crib should have at least 16 spindles per side.
Portacrib	Newborn to 1½ or 2 years old.	Sleeping and as small play-pen.	1. Get one with casters so it can be easily moved through house. 2. Be sure it folds up for travelling. 3. Adjustable height allows ease in picking baby up and putting him down and allows crib to double as changing table. 4. Portacribs come in mesh and wood—get bumpers for wooden ones. 5. Watch that mesh is continuous around bottom of portacrib so arm or leg can't slip through.

---

* Prepared with consultation from Baby News Stores, 3149 Diablo Ave., Hayward, California 94545.

PARENTMAKING: A Practical Handbook for Teaching Parent Classes About Babies and Toddlers by B. Annye Rothenberg, Ph.D., Sandra L. Hitchcock, Mary Lou S. Harrison, and Melinda S. Graham. Copyright © 1981 by The Banster Press, P.O. Box 7326, Menlo Park, CA 94025.

EQUIPMENT FOR BABIES (continued)

Equipment	*Age*	*Use*	*Buying Tips*
Infant seats	Infancy to approximately 4-5 months.	A place for baby to be to watch what's happening; can be used for feeding, as a carrier, and for visiting.	1. Cheaper ones have weaker construction. 2. Infant seats can topple easily, especially when baby pushes against a surface with his legs.
Playpen	Early—approximately 3 months and up. The earlier the better so child becomes accustomed to it. The more mobile the baby, the less use you'll get.	Safe place for baby to play. Room to stretch, exercise, crawl, practice standing. Can use outdoors also (or use a portable "corral" with a dropcloth or blanket beneath). Don't use as a "prison." Baby also needs larger crawling space.	1. Wooden ones have advantage of sturdy rings for baby to pull up against, but are harder if baby bumps himself. 2. Mesh ones usually come with flimsy pads that don't tie down and are not durable. 3. Both kinds are equally convenient as wooden ones roll on wheels and mesh ones lift easily.
Swings	From 6 weeks until baby wants to move around and exercise more.	Baby sits passively; motor (or parent) pushes; "automatic baby sitter." Many infants fall asleep in one.	Built with seat or bed, simple or elaborate styles.
Jumper, Baby Bouncer	Beginning at 5 months when baby has strong back and can sit up for a few minutes.	Pre-walking exercise—baby learns that his own actions (pushing feet against floor) make something happen. Exercises feet and legs.	1. Be sure springs are covered so fingers cannot be caught. 2. Bouncers are like a chair. 3. Jumpers suspend from a door jamb.
Walkers	5 months and up (when baby can sit).	Baby sits in walker and can maneuver around the room by moving his feet; babies usually enjoy this mobility but need much time without walker as well.	1. Be sure it has bumper to protect baby and furniture. 2. Be sure it is low and has a wide base so it won't topple over when encountering bumps or edge of rug. 3. Look for seat that's adjustable.
Highchair	From 6-8 months—whenever baby's back is	Place to feed baby; play place—tie toys to aid in retrieval problems.	1. Wood and metal chairs are equally safe. Chair can't tip unless baby stands up and pulls at something outside chair.

PARENTMAKING: A Practical Handbook for Teaching Parent Classes About Babies and Toddlers by B. Annye Rothenberg, Ph.D., Sandra L. Hitchcock, Mary Lou S. Harrison, and Melinda S. Graham. Copyright © 1981 by The Banster Press, P.O. Box 7326, Menlo Park, CA 94025.

Equipment	*Age*	*Use*	*Buying Tips*
	strong enough to sit for length of feeding time.		2. Check on ease and safety of getting baby in and tray off and on. 3. Could baby flip tray? 4. To make seat less slippery, paste bathtub non-skid strips on it. 5. Footrest is not essential and parents often remove it to cut down on kicking noises.
Packs	Infancy on, depending on style and size of baby in relation to strength of parent's back.	To carry baby around and still have two arms free. Great for hiking, shopping, etc.	1. Two types: Infant to 4 months and aluminum frame type for older baby. 2. Consider length of useable time vs. price. 3. Try on pack with your baby in it. 4. Decide whether you want style that lets baby face front or back. 5. Some infant styles require parent to use one arm to support baby. 6. Be sure there's no strap to push baby's head or face. 7. Be sure infant style has head support for baby. 8. Both types should be adjustable.
Car seats	Three types: • Infant • 8 months to 3-4 years • Infant to preschool age	Taking baby or toddler with you in car.	1. Most meet safety standards. 2. Label should give size, height, and weight of child seat can carry. 3. Get one that's easy to install if you will need to switch it from car to car.
Stroller	From newborn on, if stroller reclines into bed or if infant seat fits in securely, until child resists the ride, usually around 1½ or 2 years old.	Transporting baby.	1. Consider how easily it collapses for getting in and out of car; umbrollers are great on this. 2. Be sure it has a seat belt. 3. Compartments or baskets are handy for packages. Can buy or make big bag for umbroller that attaches over handles. 4. Some people like "flexible" wheels in front for guiding stroller. Umbrollers don't have this but are

EQUIPMENT FOR BABIES (continued)

Equipment	*Age*	*Use*	*Buying Tips*
			lightweight enough to guide easily. 5. Many strollers come with awnings to shade baby. Can get them with wind and rain protection too.
Tubs	First 3-6 months.	Bathing or rinsing baby.	1. This is used only briefly, so it's best to spend as little as possible. 2. Some have canvas, foam, or sponge pad to support baby.

6

LANGUAGE DEVELOPMENT

background/preparation

Goals to Work Toward in Presenting This Topic

Most parents realize the importance of speech and communication and are interested in knowing how they can help their baby learn to talk.

The goals to work toward on this topic are: (1) to help parents learn to recognize the main stages of language development in infants; (2) to help parents gain perspective on their role in encouraging language development; and (3) to encourage parents to relax about language and remind them that different babies focus on different developmental skills at different times.

Typical Parental Interests and Concerns About This Topic

1. Sally used to "talk" a lot but all of a sudden she's not doing it any more. Is something wrong?
2. I love to talk "baby talk" and gurgle and coo with Ryan but feel very foolish if someone overhears us playing. Will I hinder his language development if I don't always speak in complete sentences?
3. What can my spouse and I do to further Chris' language development?
4. How can I tell if my baby's hearing is normal?
5. I don't feel like I talk to my baby enough.
6. I try to give Cynthia my full attention all the time so she knows how important communication is, but often that's not possible. Will there be problems if I can't be totally with her all the time?

Areas of Information You Will Need to Learn About to Teach This Topic

- The main stages of language development.
  - — Ways babies differ in language development.
  - — How to recognize the sounds that differentiate the stages.
  - — The role of nonverbal communication between parents and baby.
- How to recognize and handle delays in language development.
- Ways parents can stimulate their child's language development.
  - — Games and activities.
  - — Attitudes toward language and communication.

Family Dynamics—What This Topic Means Psychologically to Parent and Child

It is important to most parents that they feel they are doing everything they should to help their baby's language develop normally and fully. While they're encouraging their child's speech, however, they can feel foolish talking to him, using complete sentences to respond to coos and gurgles or imitating the baby and responding with like sounds. Parents sense the importance of their own speech in encouraging language development, but they may feel confusion about the proper way to go about it.

Although the first sounds babies make are involuntary and in response to bodily conditions, babies slowly gain control over their sounds and come to realize that they are making the sounds they hear. This is an exciting discovery, and sounds and later speech come to be an enjoyable way to communicate with parents. Language becomes a fun way for babies to play.

Sample Concern of Parents

Concern	*Critical Issues*
My six-month-old seems to have lost his interest in cooing and babbling. He used to vocalize for long periods at a time but lately seems uninterested in speech play.	—Baby has lost interest in language expression.

Key Questions

1. What does your baby seem interested in doing now? Did he do this when he was vocalizing a lot?
2. What kinds of communication patterns are happening now between you and your baby?
3. Does your baby vocalize around other people? How does he react to new faces?
4. What are your feelings when your baby does other things besides "talk"?

Readings and Other Resources

*Caplan, Frank, *The First Twelve Months of Life* (New York: Grosset & Dunlap, 1973).

Helleberg, Marilyn Morgan, "Check Your Baby's Hearing at Home," *Parents' Magazine* (December 1973), p. 40 (this page is reprinted in the "Handouts" section of this topic).

Leach, Penelope, *Your Baby and Child* (Westminster, Md.: Alfred A. Knopf, 1978).

Nelson, C. Donald, "A Babble and a Coo," *Mothers' Manual* (October 1973), p. 27.

Riley, Harris D. and Berney, Joan M., "How Babies Learn to Talk," *American Baby* (May 1978), p. 41.

*Pushaw, David, *Teach Your Child to Talk* (Fairfield, N.J.: CEBCO/Standard Publishing, 1976). (Several pages from this book are reprinted in the "Handouts" section of this topic.)

teaching/presentation

Homework

The homework developed for this topic helps parents observe their baby's present language pattern and think about related questions they have for the class discussion.

Practical Suggestions or Strategies for Teaching This Topic

- Since young babies vocalize frequently during class but never seem to when you'd like to illustrate a certain language stage, it's helpful to have a tape recording of examples of the different stages of language development babies go through in the first year and a half. You can make the recording yourself with a cassette recorder and visits to babies of different ages. A cassette of representative sounds and words can help parents have a better idea of what each stage sounds like.
- Some groups may want detailed information about language development while other groups may be more interested in sharing their own feelings and ideas on the topic. Knowledge of the group helps you decide how to focus the presentation.
- Some parents may feel foolish discussing how they communicate with their child (talking about the words or sounds they use). Sharing a funny story with them that tells about how you "spoke" with your baby may help them to relax and share their own stories.
- Some parents do not know very many word games or songs/rhymes to share with their baby. Having parents demonstrate their songs is fun for the group and increases everyone's repertoire.

Mini-lecture and Lead-off Questions for Discussion

Sample Mini-lecture

Today we are going to talk about the main stages of language development, and I'll play a tape to illustrate each one. As we go over the stage, feel free to add comments or examples of your own. My comments will follow the handout I'm passing around now—"Language Development" (from the "Handouts" section of this topic) **so you can follow it too as I talk. Remember that the ages on the chart are approximate, and the exact month when each stage is reached isn't as important as knowing the direction in which your baby is heading. Also, some babies simply are more interested in language than others. When we've talked about the various stages, we'll discuss any questions you have.**

When a child is born, crying is his first means of communication. Other noises that accompany the crying—grunts, belches, squeals, and the like—are spasmodic and uncontrolled. They're bodily expressions of hunger, cold, dampness, and discomfort.

Most babies are born hearing, and respond to sounds with blinks, jerks, and drawing in of their breath. Some fussy babies can be calmed by human voices, music, or the hum of motors. They also may startle or shudder at a loud noise, then shut it out when it happens again. Studies indicate that even newborns tune in to language-related sounds (vs. nonsense syllables), suggesting that there is an inherent capacity to discriminate language sounds from other sounds.

By the time a child is one month old, small throaty sounds are made in addition to crying. These first sounds are accidental and usually made as the baby breathes out, the result of unintentional muscle changes. Soon

HOMEWORK

LANGUAGE DEVELOPMENT

(1-6 months)

1. What sorts of sounds is your baby playing with? What's he/she trying to do with the sounds?

2. What do you find yourself doing in regard to your baby's language?

3. In thinking about your baby's language development, what questions come to mind?

Parent's name ______________________ Date ________ Child's age _____

PARENTMAKING: A Practical Handbook for Teaching Parent Classes About Babies and Toddlers by B. Annye Rothenberg, Ph.D., Sandra L. Hitchcock, Mary Lou S. Harrison, and Melinda S. Graham. Copyright © 1981 by The Banster Press, P.O. Box 7326, Menlo Park, CA 94025.

the child begins to make more of these sounds since he finds them pleasurable.

Somewhere between six weeks and three months, babbling starts—cooing and gooing sounds and vowel vocalizations that gradually lead to large numbers of indescribable sounds and sound combinations. Babies at this age experiment and play with sounds for pleasure and to master a new skill. And during the first year, every sound in every language is produced by a baby. The ones pertinent to the child's particular culture are reinforced and therefore repeated more often.

At two months, it's important for a baby to direct his smiling and vocalizing to a responsive face. Speech becomes associated with comfort and communication. Also, the reinforcement of sounds by parents provides feedback to the baby that is important in early speech learning. Parents babble to imitate the baby's sounds and play word games, and in this play teach their child to produce a response to the expression of others. Through sound and word play, parents also show their baby that his own verbal behavior produces pleasant consequences. This early imitation of a baby's speech encourages his later imitation of adult sounds.

Around three months, babies begin to laugh and chortle. They also whimper, gurgle, squeal, chuckle, and cry less. They listen to voices and are more and more pleased when spoken to and imitated. They watch faces and mouths when people are talking, and seem to study the whole process.

Somewhere around four months, cooing includes more pitch changes and sounds more musical. Babies "talk" for longer periods of time, some 15 to 30 minutes of syllable-like vocalizing. There's usually a real belly laugh by the end of the fourth month.

Between four and six months, a higher level of babbling occurs when a baby begins to imitate the babbling he hears—his own and his parents'. Before this time he seemed to vocalize because it felt good to him in his throat and mouth, but now he is aware that the sounds he makes and the sounds he hears are related. Imitation of his own sounds is the beginning of the memory necessary to learn words, matching what the sound feels like and what it sounds like when it's made. Babies enjoy this early form of "chatting," of responding to babbling, even though their imitation may be inaccurate because the necessary skills aren't developed yet. There are many sounds during this experimental period—clicks, smacks, yells, screeches, and all sorts of faces (tongue stuck out, a "fish" look). Every type of emotion has been expressed by six months.

Babies begin to use sounds at this age to initiate social interaction. Sounds and events also become associated, for instance, the sound of footsteps becomes associated with being picked up. Babies are now more aware of intonations and inflections in voices and are increasingly interested in human sounds. They begin to turn to look for sounds.

By about seven months, babies have special, well-defined syllables, usually four or more, that they practice over and over again. These could be ma-ma, da-da, ga-ga. Babies try to imitate sounds or sound sequences and babble several sounds in one breath.

Around eight months they babble with a variety of sounds and inflections, spontaneously, for fun, or alone. This babbling is still primarily for themselves, but they begin to impose adult intonations on it. When they hear a familiar sound nearby, such as their name, the phone, or the vacuum cleaner, they turn their head toward it. They can listen selectively to familiar words and begin to recognize some.

Somewhere around nine months, a baby may say a syllable or a longer sequence repeatedly, and his intonation patterns become distinct. He may use "mama" or "dada" as specific names.

By ten months he has picked up the lilt and intonation of adult speech, and the sounds of real speech replace the earlier flat monotones. Jargon occurs when the baby makes real speech sounds and sounds like someone talking in a foreign language.

To sum up, I'll give you some information that's not on the chart. It will give you an idea of how fast speech develops once a baby begins to use actual words (those that the child's parents understand, even if a stranger doesn't). If the first word occurs at

around 12 months, by 18 months the baby has a 5- to 20-word vocabulary. At 24 months he may have a 200- to 300-word vocabulary.

You may now wish to play a tape of the various sounds made at each stage, and then ask the group to bring up any questions they'd like to ask about language.

Lead-offs

- What are some of the sounds your babies are making now? What are your babies doing with the sounds? Are the sounds involuntary or are the babies showing more voluntary control?
- What kinds of communication are your babies perfecting?
- What sounds are your children playing with?
- When do your babies talk the most? When do they do their practicing?
- What have you done to encourage your babies' talking?

Additional Information for Parents

Encouraging Language Development

- Parents often create a rich verbal environment for their child without even realizing it. Simply exposing a child to everyday sounds and words—clocks ticking, wind chimes ringing, voices speaking—is helping him become acquainted with his world.
- Parents need to talk to their baby. Even before babies understand, they respond to a parent's tone of voice, facial expressions, and gestures. Later, actual words become important as the child begins to develop a memory for sounds.
- Parents should be encouraged to ask their baby questions and converse with him as though they expect him to reply. Any response can be treated as a real one and conversation can continue. Researchers suggest that how well a baby imitates or responds to speech will depend to a large extent upon the response his speech gets from his listeners.
- Parents can use sounds and words as a form of play, hamming it up and enjoying the nursery rhymes and word games.
- Through parental imitation, babies get the idea that their own verbal behavior produces pleasant consequences. Early imitation of a baby's speech encourages his later imitation of adult sounds.
- Parents can stimulate their child's environment by providing mobiles, bright shapes, and other interesting and attractive objects. Studies show that the more appealing the environment, the more the baby learns and the more he wants to learn. (This doesn't mean overdo it—see the topic "Play and Learning" (pp. 75-86) for more information).

Handouts

There are two handouts for this topic. The section in Language Skills of "Suggested Activities" offers ideas for activities that further language growth. The section on "Simple Tests to Check Your Baby's Hearing" offers some suggestions for parents who would like to be sure their baby can hear. The handout, Language Development, shows the main stages of receptive and expressive language development during the first year of life. You may also wish to refer to "Finger Plays" which gives the words to simple songs and word games as well as notations about the hand or finger motions that go with them (see pp. 225-231 of *Teach Your Child to Talk* by David Pushaw).

HANDOUT

LANGUAGE DEVELOPMENT

(newborn–1 year)

	RECEPTIVE	*EXPRESSIVE*
(Newborn)	Responds to voice by quieting.	Cries.
•		Laughs. Produces vowel sounds (e.g., ahhh, eee).
•	Listens to voices. Smiles when talked to.	
(3 mo.)		Experiments with inflection, rhythm, pitch, and sounds. Babbles, coos, gurgles.
•		
•	Reacts to different intonations and inflections. Listens to own vocalizations.	
(6 mo.)		Imitates sounds. Uses vocalizations to express feelings more and more.
(7 mo.)		Babbles several sounds in one breath.
•	Responds to own name. Recognizes some simple words.	
(9 mo.)		Imitates simple sounds. Speaks with intonations, rhythm, and emphasis.
•		
•	Obeys some words.	
(12 mo.)	Recognizes words as symbols. Obeys some commands.	Uses single words meaningfully. 1 to 2 word vocabulary. Jabbers in jargon. Imitates extensively.

PARENTMAKING: A Practical Handbook for Teaching Parent Classes About Babies and Toddlers by B. Annye Rothenberg, Ph.D., Sandra L. Hitchcock, Mary Lou S. Harrison, and Melinda S. Graham. Copyright © 1981 by The Banster Press, P.O. Box 7326, Menlo Park, CA 94025.

HANDOUT

LANGUAGE SKILLS

(1-6 months)

Suggested Language Activities*

Emotional Development. The way you talk to your baby, the way you treat him, and the way he gets along with other people in the family are very important in his learning to talk. The things you say to your baby will influence how he thinks about himself. He will learn to like himself better if you talk to him with a soothing voice that lets him know that he is part of a secure and loving home. Hold him close and show that you enjoy being with him. Teach him that you and the rest of the family are fun to be with. Help him learn to like other people.

"A baby's great need early in life is for love, affection, and good physical care. Being loved and cuddled helps a baby learn to live in the world." (From the John Tracy Clinic's Language Program, "Getting Your Baby Ready to Talk," 1968.)

Before your baby will want to talk he must first be convinced that talking is something that he wants to do. Do things that will convince him that it is worth the effort he has to make. Hold your baby and let him hear friendly and affectionate talk. This will help him associate speech and language with something pleasant and enjoyable.

Imitation. Teach your baby to imitate. The first step is to copy the things *he* does. *Don't* expect him to imitate you, at least not yet. Imitate his smiles and other movements and the kinds of sounds he makes. If he says "mmmmbah," then you say "mmmmmbah." This will help him develop an interest in imitation and will encourage him to imitate your sounds later on. This is not *baby talk*. When your child is at this age, you should repeat these sounds and help him to develop imitation skills. When he begins to use *meaningful* words, don't repeat his incorrect attempts. Instead use the word correctly in your own speech.

Basic Talking Times. "Talk" to or imitate your baby when you dress, feed, bathe, or change him, or when the two of you just decide to sit down and chat. Be sure he is able to watch you talk and can hear you during these times. Remember to keep your gestures and the tone of your voice consistent. These times provide opportunities for you and your baby to associate pleasure with talking.

Learning How to Listen. Let your baby hear as many different sounds as possible to help him develop his listening skills. When you leave your baby alone in his crib, he will be soothed by such things as the tinkling of wind chimes, a clock that ticks quietly near his bed, or soft music from a radio or music box.

Pictures and Crib Mobiles. Because your baby spends a lot of time in his crib, you should give him interesting things to look at. Hang brightly colored pictures on nearby walls. They don't have to be expensive; an older child's art work or pictures cut from magazines are fine.

Simple Tests to Check Your Baby's Hearing*

These are some simple, effective tests that can be used at home:

Birth to Two Months. Choose a quiet time when your baby is sleeping. Gently touch one eyelid—if it quivers even slightly or his body moves, you know he is in that light stage of sleep

---

*Reprinted with permission from *Teach Your Child to Talk*, by David Pushaw (Fairfield, N.J.: CEBCO/Standard Publishing Co., 1976), pp. 46-48.

*Taken from "Check Your Baby's Hearing at Home" by Marilyn Morgen Helleberg, *Parents Magazine* (December, 1973), p. 40.

most favorable for testing hearing responses. Next, take a sheet of onionskin paper, crush it near one of the baby's ears, and watch for a strong, immediate eye-blink followed by a stirring movement of the body and the opening of both eyes. This technique is adapted from the procedure recommended by hearing researcher Marion Downs in her professional report, 'Screening the Infant."

Once your baby is quiet again, repeat the test near the other ear. On another occasion, using a high-pitched bell, rattle, or loud voice, follow the same procedure. This will help determine whether or not your child hears the full range of sound frequencies. Some children hear low- but not high-pitched sounds; for others the reverse is true. You should discount reaction to door slamming, foot stamping, and other noises that create vibrations which can be discerned through the sense of touch.

Two to Four Months. When your baby cries or frets, stand where he can't see you and make a loud noise. If he suddenly stops what he's doing or changes his behavior, you'll know that he has responded to the sound. Then, distracting him with a stuffed animal or doll, hold him on your lap facing you. Have another person stand behind him and ring a bell, or shake a rattle. If the baby's hearing is normal he should respond with a head-wobble in the direction of the sound, or open his eyes wider.

Five to Eight Months. Repeat the sequences of testing for a four-month-old child. Now the baby should turn his head towards the source of the sound. Listen to him babble—does he make more than one or two sounds? A hard-of-hearing baby may babble as much as one who hears normally during the first few months, but at six to eight months, he should use at least four distinctly recognizable sounds.

Eight to Thirteen Months. Stand where your baby cannot see you; call his name or say "shhh." He should turn toward you immediately. Listen closely to his babbling during these months. Does he use different pitches? Is he sounding consonants? Even profoundly deaf babies appear to be saying "mama" at one year says hearing authority Miss Downs, and mothers often interpret this as an indication that their children hear normally. But, as Miss Downs points out, all babies make these sounds; they seem to be a basic utterance, not dependent on hearing. So reevaluate your testing to make sure he really hears you.

7

SOCIAL-EMOTIONAL DEVELOPMENT

background/preparation

Goals to Work Toward in Presenting This Topic

By looking at the broad issues of a child's social and emotional development, parents can begin to formulate their own philosophy of child rearing. What are their expectations for their child? Do these fit with what they know about their child? Are the expectations realistic both for their baby and themselves?

The goals to work toward on this topic are: (1) to help parents begin to think about long-term social and emotional influences on their child; (2) to help parents gain perspective on the kinds of social and emotional changes that are occurring within their baby; (3) to help parents understand that the philosophical framework of their parenting changes and will be revised as they continue to grow as parents and as individuals; (4) to help parents become aware of which characteristics are a part of various temperaments and how much babies differ from each other.

Typical Parental Interests and Concerns About This Topic

1. How can I nurture my child's spirit?
2. How can I avoid passing on my own bad character traits to my child?
3. Will Jeff suffer emotional damage if I don't pick him up each time he cries?
4. My friend's baby sleeps and eats on a regular basis. Why is it so difficult for me to tell when my baby is tired or hungry?

Areas of Information You Will Need to Learn About to Teach This Topic

- Stages of social and emotional development in infants.
- Practical techniques for parents to use as they deal with these different stages.
- How babies differ in temperament.
- How the temperament of the child and that of of the parent influence their relationship and interaction.
- Ways parents can be beneficial influences on their child's emotional development.

Family Dynamics—What This Topic Means Psychologically to Parent and Child

Parents often feel that they must be all things to their child—such a beneficial influence that the child will grow up free of any emotional traumas or difficulties. In the early months, parents may think that they'll be able to raise a "perfect" child if they provide the "right" parenting. It seems to them that each of their actions will have a long-term effect on their baby's emotional development. This makes it difficult for parents to relax with their learning of parenting skills.

The child's social and emotional development—how she feels about herself—is greatly influenced by how she is treated and cared for by others. However, her inborn temperament also accounts for much of why she becomes the person she does.

Sample Concern of Parents

Concern	*Critical Issues*
I've always been a worrier. I worry about everything. I don't like this part of myself and wonder if I'm passing the trait on to Michelle.	—Parent's concern about negative influence on child. —Parent's definition of her concern. —Parent's need to be a "good" parent.

Key Questions

1. What steps can you take to help yourself grow as a person?
2. Think about your strengths. In what ways will your child benefit from these?

For the group

3. Do you have any suggestions for ways to handle personal weaknesses so that they have little influence on your child?
4. How much can parents realistically expect of themselves?

Readings and Other Resources

*Brazelton, T. Berry, *Infants and Mothers* (New York: Dell Publishing Co., Inc., 1972).

*Brazelton, T. Berry, *On Becoming A Family* (New York: Delacorte Press, 1981).

Briggs, Dorothy, *Your Child's Self-Esteem* (Garden City, N.Y.: Doubleday and Company, Inc., 1975).

Caplan, Frank, *The First Twelve Months of Life* (New York: Grosset & Dunlap, 1973).

*Chess, Stella, Thomas, Alexander, and Birch, Herbert G., *Your Child is a Person* (Baltimore, Md.: Penguin Books, 1977).

*Johnson & Johnson Baby Products Co., *The First Wondrous Year* (New York: Macmillan, 1979), pp. 65-122.

Brazelton, T. Berry, *Neonatal Behavioral Assessment Scale* (Philadelphia: J. B. Lippincott Co., 1973). Clinics on Developmental Medicine No. 50 Spastics International Medical Publications.

teaching/presentation

Homework

The homework assignment for this topic helps parents begin to look at their child as an individual and at how they can positively influence and support his development. It also asks parents to examine their pre-natal expectations of what their baby would be like and to compare that to the actual baby they now have. This helps parents see their child more clearly as a unique individual.

HOMEWORK

SOCIAL-EMOTIONAL DEVELOPMENT

(1–6 months)

1. When your baby was first born, what were some of the expectations you had for him/her in terms of what you thought he/she would be like as a person? Think in terms of behavior and personality especially, and developmental expectations if any of these occur to you.

2. Have your initial expectations changed now that you've gotten to know your baby? If so, in what ways?

3. What do you feel are some important ways that you and your husband can be a beneficial influence on your baby's personality development?

Parent's name ______________________________ Date ________ Child's age _____

PARENTMAKING: A Practical Handbook for Teaching Parent Classes About Babies and Toddlers by B. Annye Rothenberg, Ph.D., Sandra L. Hitchcock, Mary Lou S. Harrison, and Melinda S. Graham. Copyright © 1981 by The Banster Press, P.O. Box 7326, Menlo Park, CA 94025.

Practical Suggestions or Strategies for Teaching This Topic

- Parents of a young baby are caught up in the immediacy of a newborn's demands and often can think only as far ahead as the next feeding or the next crying episode. Their baby is such an unknown in the first weeks that it's impossible for them to plan ahead or visualize long-term influences. Consequently, discussing emotional influences and child-rearing philosophies is most beneficial if it is undertaken at the end of the series. Most parents will then be starting to have some knowledge of themselves, their new role, and their interaction with their baby.
- While aspects of individual temperaments may be discussed, it's best to avoid labeling specific babies. The parent of a child who cries often may fear that the child will grow up to be a negative person, especially if someone labels the baby as fussy; she may find as time goes on that the crying is due to colic rather than to temperament. Parents can watch for general ways babies differ but should also be aware that regular patterns of characteristics may not be determined until later.
- Since parents at this stage are still getting to know their baby and since personality patterns aren't established yet, the discussion of social and emotional development may be fairly brief. However short, the discussion can help parents to realize that as their child's temperament becomes more apparent and familiar (somewhere between 12 and 20 months), knowledge of it will help to guide them in their goals for parenting.
- Parents may need a gentle reminder that every baby is an individual with his or her own unique personality. Sometimes new parents become so involved in the day-to-day concerns of child care that they need help taking time to learn the distinctive and special qualities of their child.

Mini-lecture and Lead-off Questions for Discussion

The presentation of information related to social-emotional development can be divided into three parts: (1) a summary of development; (2) a description of individual differences, and (3) a discussion of child-rearing philosophies. The summary of development expands on material listed in the handout for this topic ("Social-Emotional Development") so it will be valuable if this handout is distributed prior to the discussion.

Summary of Development

Social-emotional development is crucial to the well-being of any infant and is very much involved in a parent's interpersonal relationship with the child. In the early months, the parent-child relationship is quite intense. The baby quickly learns the sounds, smells, touch, footsteps, face, and other signals that mean pleasure, food, protection, and satisfaction. This early form of learning—associating the parent (generally the mother) with nurturing—results in a sense of trust. Even before a child can identify her parent's face, certain cues lead her to a feeling of security. The initial bond between parent and child is a prerequisite for all future close ties. It's no wonder that a baby's early smiles are a product of the association of satisfaction and a special face.

Since there are so many changes that occur in the first few months of life, I'd like to break them down into stages. You can follow along on the handouts you've just received.

During the *newborn* stage:

Emotions are not directed toward any person. This is because babies can't distinguish themselves from the environment and aren't aware of people as objects to whom to express emotion or need. New parents usually find this fact contrary to their beliefs. They think that when their baby screams, he's screaming at them. Actually, he's simply reacting to his own needs.

Babies usually quiet when they are comforted.

They adjust their posture to the body of the person holding them. They also watch a person's face, rather than any other part of the body, from their first moments.

A baby functions on an instinctive level. A newborn's whole world revolves around reflexes and needs that must be satisfied. The

book *The First Twelve Months of Life* has a chart of these reflexes.

Around *six weeks:*

Babies begin to smile socially. This action results in a good deal of positive reinforcement which, in turn, causes a baby to associate smiling with pleasant occurrences.

Babies become visually interested in people and more interested in people than toys. Although at this stage of development the most significant forms of stimulation are tactile (being rocked, held, touched, and so on) and oral (sucking), the baby's awareness of and interest in people is steadily increasing. The six-week-old baby cries to express a growing number of emotions and also smiles and coos.

During the *three- to four-month* stage:

Babies recognize their parents, and begin developing an awareness of themselves as separate beings. A baby at this age begins to discover himself (hands, feet, body, sounds he can make, familiar people) and has more mastery over his body (reaching, batting, cooing) than he has had before. He also begins to notice textures and his own body vs. other objects. This discrimination is part of the "scientist" aspect of an infant—he processes and organizes all sensory data, laying the foundation for an awareness of self and a development of ego.

Babies express emotions with their entire body. In the first three months, a baby changes from a bundle of reflexes and instincts whose emotions are basically contentment or distress to a very sociable, interacting individual who displays a multitude of feelings.

Infants become more and more interested in others. The sequence of development from three months on is fairly predictable, yet within that sequence individual variations make each child unique.

Babies are able to entertain themselves for longer periods.

Around *five months:*

Babies are able to anticipate. They know which actions follow other actions and can demand more.

They begin to protest, wailing if play is disrupted and more overtly showing likes and dislikes. At four months a baby may indicate enjoyment, indecision, protestation, and excitement while at five months he may add fear, disgust, and anger to his repertoire. The disturbance of a six-month-old is usually very easy to read.

Babies this age want to be part of social activities. By four months they have differentiated family members and can sense appropriate behavior for each. This is more clearly seen if siblings are around. They are friendly toward everyone, although special smiles and shows of excitement are saved for parents. Around five months of age, they begin to form attachments to people and things, but by six months the differentiation of self and others is so distinct that the baby is often disturbed by strangers. This stranger anxiety can increase during the first year until the child cries if approached too rapidly or held too soon by someone he isn't familiar with.

Manipulative behavior becomes apparent. If a parent walks past the baby's door, the baby may make happy, encouraging sounds. If the parent doesn't go in to the child, he may scream, then calm down if the parent returns and goes in to him.

Around *six months:*

Babies want to interact with other children; they like to watch and be around them.

They are interested in playing with toys for longer periods of time.

They may reach to be picked up. Love for their parents has changed from mostly gratification (material love) to satisfaction from simply being in their presence. In the next half year, a baby's tie to her parents grows. They are her link between her new-found "self" and the world. When a parent is not around, a baby can feel somewhat confused and disoriented.

Around *seven months:*[1]

Babies are clearly aware of themselves versus the world. As their motor skills improve and they have the option of physically moving away from their parents, their dependence increases. It's as though the prospect of being on their own is scary, and they know there's a compelling force within them that will make them move out on their own. The seven-month-old clearly prefers people and enjoys cooperative games like "peek-a-boo" and "come and get me."

Around *seven to eight months:*

Babies begin to show signs of independence. They want to feed themselves and resist being pressured into doing something they don't want to do (for example, having their diapers changed). Humor is appearing to a greater extent and babies this age like to tease and be teased.

Around *nine months:*

Babies clearly dislike being separated from their mother. Separation is easier for both parent and baby if familiar sitters are used and if the parent is leaving the baby often enough for him to get to know the sitters. The nine-month-old is usually a busy explorer who rejects confinement, has a mind of his own, and is highly social and charming. His imitative behavior is budding, keeping all around him entertained and happy.

Individual Differences[2]

Babies are known to be very different from each other at birth, and even more different a day or two later. Your parenting goals can become more specific as your child's temperament emerges further and as you learn more about that temperament's unique characteristics.

People who have worked with lots of babies have been able to distinguish several kinds of temperament differences that pertain mostly to babies over four months of age. Among them are:

Regularity.—the rhythm of biological functioning. Some babies have very predictable rhythms while others seem to be hungry and sleepy in very irregular patterns.

Accepting of changes—how adaptable the baby is in reacting to new experiences (new food, new people, and so on). Some babies have a terrible time when parents attempt to shape their behavior to conform to schedules that are more convenient for the family.

Persistence—the ability of babies to concentrate. Some are easily diverted while others can continue an activity in the face of difficulties or resume an activity after interruption.

Mood—happy, neutral, or fussy and crying.

Activity level—the amount of energy expressed in the baby's behavior, his intensity of response.[3]

We feel parents need different kinds of guidance based on the nature of their baby and on their own individuality as well. Different parent tempos interact in different ways with tempos of the baby. For instance, a slow-moving, relaxed parent may feel overwhelmed by an extremely active child. Suggestions can be useful to help this parent develop a positive relationship with the child by meshing the two diverse temperaments.

Lead-offs

- Are there certain personality characteristics that seem to be unique to your baby and that could influence the kind of person he could become?
- What expectations did you have for your baby before he was born? Have these changed now that you know him?
- What have you learned about your own temperament? How might your own traits influence your parenting?

---

[1] Though the information regarding 7-, 8-, and 9-month-olds exceeds the age range for this topic, it is meant to give parents a brief look ahead.

[2] For a more complete discussion of individual differences, see pp. 336-347.

[3] From *Your Child Is a Person* by Stella Chess, Alexander Thomas, and Herbert G. Birch.

Child-rearing Philosophy

Sometimes we need to raise our sights beyond the immediate routine of each day and look at the values and ideas that are important to us in our long-term relationship with our child. As we appraise our relationship, we need to remember that the philosophy or framework within which we operate is a changing thing. We'll probably change our outlook many times because we're growing as our child grows.

No matter what our philosophy, we will all have times that seem like huge failures. It will be helpful if we accept the fact that we will have successes and failures. Most of us may want to be "perfect" parents and have a "perfect" child, but we need to make our expectations for ourselves and our child realistic as well as appropriate.

Lead-offs

- What kinds of guidelines for emotional development do you feel are important to apply to your parenting on a day-to-day basis?
- How do you feel you can be a beneficial influence on your child?
- How child centered is your home? How adult centered? Are you meeting your own needs as well as your child's?
- What might be the long-term consequences of today's patterns of parenting? (It's hard to backtrack once we've gotten into habits.)

Additional Information for Parents

Awareness

- Parents are only human. They have problems, strengths, and weaknesses and, no matter how hard they try to do things "just right," their children will have similar successes and failures. Instead of expecting perfection from themselves, parents would do better to set an example for their children of facing problems and attempting to work through them toward a solution.
- Parents should try to handle their baby calmly and with respect, and minimize his exposure to very angry or depressed feelings expressed by adults.
- Parents should try to accept and enjoy their baby for her uniqueness, not try to mold her into someone else.
- Knowledge of developmental stages can expand acceptance and awareness of "stages" and personality. It can also give parents an opportunity to reexperience growing up by seeing things through their baby's eyes.
- Parents can provide stimulation by giving their baby frequent opportunities to see other people and places.

The Young Baby as an Individual[4]

- Parents should treat their child with respect and as a person.
- Quality time, not quantity time, is what is important for parents to spend with their baby.
- Babies need time to be alone so that they can experience themselves and the world on their own terms.
- Parents should allow their child the opportunity to struggle and fail, and struggle and succeed. Effort, not achievement, should be rewarded.
- Parents need to provide time (once their child is around 5 to 6 months) when they are available to play with their baby but are not initiating play. Babies need the opportunity to set the pace and tone of play and have the freedom to explore.
- Parents need to keep in mind their baby's basic needs and meet them soon enough to reduce crying and discord during the day.

Parents as Individuals

- Parenting can be exhausting. Parents need to remember to nurture themselves and have respect for themselves as they meet their child's needs. Proper self-care can enable parents to continue giving while remaining satisfied with their lives.
- Everyone makes mistakes. Children are highly resilient, durable, and adaptable.
- In order to enjoy their baby fully, parents need to have:
  — sufficient rest;
  — enough time to be with each other;

---

[4] A good resource for this area is the *Neonatal Behavioral Assessment Scale* developed by Dr. T. Berry Brazelton.

- the chance to pursue outside interests and have other adult contacts;
- the flexibility to pick up their baby's cues about changing stages;
- sources to contact to learn about child rearing;
- the ability to look at their own habits and behavior and realize that they can't expect their child to behave any better than they do (parent's behavior and expectations are models for their children's behavior—especially beginning around age one);
- a good sense of humor.

Planning for the Whole Family

- Parents can help their baby experience order in his world by having a fairly predictable routine and a familiar place for him to sleep.
- Limits and plans that meet *all* family members' needs should be arranged.
- Parents would do well to plan ahead and give themselves lots of time to reach a goal—preparing a dinner or going to a friend's—so that they and their baby can feel relaxed during the day.

Handouts

The handout developed for this topic is entitled "Social-Emotional Development." It highlights growth from the newborn to the six-month stage.

HANDOUT

SOCIAL-EMOTIONAL DEVELOPMENT

(1-6 months)

(Newborn)	Emotions are not directed toward someone.
	Cries; quiets when comforted.
	Usually placid, vague expression.
	Adjusts posture to body of person holding him.
	Functions on instinctive basis.
•	
	Smiles socially.
	Visually interested in people.
•	More interested in people than in toys.
•	Recognizes mother; begins developing awareness of self as separate being.
	Expresses emotions with entire body.
	Social stimulation becoming important.
	Smiles back when smiled at.
	Able to entertain self for longer periods.
(4 months)	
	Anticipates.
	Protests.
•	Wants to be a part of social activities.
	Manipulative behavior apparent.
(6 months)	Wants to interact with children.
	Plays with toys for longer periods of time.
	May reach to be picked up.

PARENTMAKING: A Practical Handbook for Teaching Parent Classes About Babies and Toddlers by B. Annye Rothenberg, Ph.D., Sandra L. Hitchcock, Mary Lou S. Harrison, and Melinda S. Graham. Copyright © 1981 by The Banster Press, P.O. Box 7326, Menlo Park, CA 94025.

part three

TEACHING ABOUT OLDER BABIES

(7–14 months)

1

LIMIT SETTING

background/preparation

Goals to Work Toward in Presenting This Topic

It is during the 7- to 14-month stage that many infants begin to move about independently—crawl, stand, possibly walk—and to explore their surroundings. Quite suddenly (or so it seems), parents find they must constantly "supervise," or at least be alert to what their child is doing. It is at this point that most parents find it necessary to begin to set limits, to discipline. Because this is new and often difficult for both parent and child, it is a major topic for the older baby group.

The goals to work toward on this topic are: (1) to introduce parents to the concepts of discipline and limit setting—what they mean to parent and child, and the necessity for them; (2) to have parents become aware of and learn to implement a variety of limit-setting techniques; (3) to alert parents to the need for child-proofing and safety precautions, and to inform them of ways to child-proof their environment; (4) to help parents understand what their child is feeling and how to cope with his reactions to limit setting; (5) to help parents understand and cope with their own feelings and beliefs about limit setting and discipline; (6) to help each family begin to develop a "philosophy" of discipline.

Typical Parental Interests and Concerns About This Topic

1. Now that my baby can walk and really get around the house, he is literally into everything. How can I avoid saying "no" to him all day long?
2. When I say "no" to my daughter, she often stops and grins at me. Other times she cries. I don't know what to expect when I say "no." Is this normal?
3. Why can't Alex remember that he can't touch the stereo, even after I've told him a hundred times? Is he ever going to learn?
4. Saying "no" and trying to distract my baby with a toy don't seem to work any more. What do I do now?
5. It is really hard for me to be consistent about the limits I set, especially if I'm tired. What can I do to be more consistent?
6. Randy keeps trying to crawl into the fireplace over and over. It's dirty and it's dangerous, but obviously we can't move it. How do I handle this?
7. Is it all right to slap my baby's hands if she touches something dangerous or valuable? What about spanking a child?

8. When I take something away from Joan that she's not allowed to have she screams so hard I'm afraid she'll make herself sick. How do I cope with her reactions?
9. My husband and I have very different ideas about how to discipline our son. How do we decide which way is better?
10. What do I do to keep my very active and mobile child safe, short of putting him in a "padded room"?
11. My little girl just started to walk and she's so unsteady on her feet that I find myself hovering over her every time she stands to walk. How can I avoid being so overprotective?
12. Sometimes when my baby understands that I've disciplined her, she dissolves in tears as though I've hurt her. Then she wants me to hold her. Is it OK for me to comfort her afterwards?

Areas of Information You Will Need to Learn About to Teach This Topic[1]

Setting limits for older babies.
- Why it's necessary (baby's mobility and curiosity—the problems they cause).
- What to limit.
- Limit-setting techniques.
- Consistency in limit setting.
- Coping with babies' reactions.

Child-proofing and safety precautions.
- Indoors—kitchens, bathrooms, plants, fireplaces and heating units, etc.
- Outdoors—plants, stairs, pets, stones, etc.

Parents' feelings about setting limits.

Discipline (definition of the concept).
- Different styles of discipline.
- Conflicts between parents over beliefs and styles (how to compromise).

Family Dynamics—What This Topic Means Psychologically to Parent and Child

Parents often appear to be taken by surprise at the need to set limits during their baby's first year. The whole area of discipline may not have been considered or discussed until the need for it had already arisen. Then many parents find they are uncertain within themselves and sometimes in disagreement with their spouse about how to set limits and enforce them. (Everyone retains memories and feelings from childhood about how they were disciplined. These memories tend to color beliefs about the "right" way to train a child.) One of the major tasks confronting parents in this area is that of working together to create a philosophy and style of discipline that will work for their new family unit.

Parents usually do not find the area of discipline a very satisfying one. Mothers, in particular, are often uncomfortable in the role of "disciplinarian." Much has been made of "meeting your child's needs" during the first year of life. But when the baby's needs turn to demands and begin to interfere with the daily functions of the family, parents are understandably confused about setting limits. Many times, parents feel as though they are in a maze of conflicting ideas, advice, and feelings.

The baby is no less confused by the introduction of limits into his world. He does not understand the meaning of "no" and is much too young to comprehend danger to himself. So, he gives inconsistent responses to his parents' limit setting. And, if he senses uncertainty or inconsistency in his parents' behavior, he will repeatedly test the same limits in order to learn exactly what is expected of him. An older baby can comprehend that "no" means "not at this moment" but he cannot grasp that "no" means "never. Thus, his limit-testing behavior is not usually meant to tease or annoy, but is simply his way of getting information about the "house rules."

---

[1] Much of this information, for this topic and all others in this part, can be found in the "Additional Information for Parents" sections of the topics.

Sample Concern of Parents

Concern	*Critical Issues*
I'm at my wit's end with Greg (9 months) and his fascination with electrical cords. There is one in the family room that can't be hidden behind anything and he goes straight for it every time we're in there.	—Baby's curiosity.
We tried putting pillows over it and that worked for a while, but he's discovered how to get under them now.	—Attempt to child-proof.
I say "no" and move him and try to distract him with a toy, but that doesn't work either.	—Parent's need for other limit-setting techniques.
He just crawls right back.	—Baby's limit testing.
When I say "no," he usually stops and looks at me—sometimes he even grins, which really gets me—then he goes right ahead.	—Baby's inconsistent response and parent's feelings about it.
My husband says a good swat on the bottom would settle the whole issue,	—Parents' different styles of limit setting.
but I have really mixed feelings about doing that. I am terrified he will pull the whole lamp over on himself or bite through the cord and get shocked.	—Parent's uncertainty about physical punishment.

Key Questions

1. Why do you think Greg is so fascinated with cords? What is he trying to accomplish?
2. Have you tried any others ways of letting Greg know that he *cannot* do this? What happened?
3. Since Greg doesn't seem to have gotten your message, can you think of ways to make it clearer that playing with cords is unacceptable?
4. It can be upsetting and irritating when your child responds this way. How do *you* feel when he grins at you? Why do you suppose he does it? How are you coping with your feelings?
5. Have you and your husband talked about your different approaches to limit setting? What kinds of conclusions did you reach?

For the group

6. Can you think of other ways to child-proof in this situation?
7. What techniques have you used to let your child know he cannot do certain things?
8. Let's discuss physical punishment and your feelings about it.

Readings and Other Resources[2]

*Brazelton, T. Berry, *Doctor and Child* (New York: Delacorte Press/Seymour Lawrence, 1976), pp. 111-127.

*Brazelton, T. Berry, *Infants and Mothers* (New York: Dell Publishing Co., Inc., 1972).

Burck, Frances Wells, *Babysense* (New York: St. Martin's Press, 1979), Chapter 20.

*Dobson, James, *Dare to Discipline* (New York: Bantam Books, 1977), Chapter 1.

Dodson, Fitzhugh, *How to Parent* (New York: The New American Library, Inc., 1970), Chapter 9.

Green, Martin I., *A Sigh of Relief* (New York: Bantam Books, 1977), Part I.

Homan, William, "Punishment!" *Mothers' Manual* (Sept.-Oct. 1973), p. 13.

Spock, Benjamin, *Baby and Child Care* (New York: Pocket Books, Inc., 1976), pp. 473-482.

---

[2] Articles from *Parents Magazine*, *Mothers' Manual*, and *American Baby* are often good sources of current information on the topics in this part.

teaching/presentation

Homework

The homework for this topic is intended to help parents focus on how their baby's mobility has created the need to set some limits for him. It also encourages parents to look at what their child is trying to accomplish from his point of view.

Practical Suggestions and Strategies for Teaching About This Topic

- Since the topic of discipline and limit setting is of great interest and concern to parents, it should be scheduled early in the series. (It will probably take two sessions to cover.) If it is not discussed then, it will most likely be brought up again and again during the discussion of other topics.
- Discussion that occurs around this topic is usually complex. As a parent describes what her child is doing, she will also be giving you information about how she feels about it. You will need to be aware of both levels of communication in order to help the parent understand what is happening and why.
- The topic of discipline is an excellent one for demonstrating the problem-solving techniques you want parents to learn. Try leading one or two of the group members through detailed accounts of their specific limit-setting concerns as you problem solve with them using the techniques discussed in Part I: 6. As other parents outline their problems, encourage the group to assume your role, questioning, leading, and supporting one another. (This is a very satisfying experience for parents to have early in the series since it gives them confidence in themselves and each other.)
- Because so many parents feel confused and uncertain about how to handle limit setting, be sure to monitor the group's discussion closely, preventing comments that are judgmental or derogatory. Watch especially for signs that a parent is becoming very uncomfortable or defensive.
- It may be helpful to handle the mechanics of child-proofing and safety in a short discussion following the more general one on discipline and limit setting. This structure keeps the group from getting bogged down in details about installing plug covers and drawer latches.

Mini-lecture and Lead-off Questions for Discussion

Since setting limits is usually a relatively new experience for most of the parents, it helps to introduce them to the whole topic by first defining the concepts of discipline and limit setting and giving them an overview of what these mean for parent and child. With such an introduction, the group has the opportunity to see the topic as a whole, rather than viewing it as a stream of isolated incidents (which is how many parents think of their concerns at this stage). Defining the concepts also sets a non-judgmental tone for the discussion.

If we were to look up the word "discipline" in a dictionary, we would find that it means to lead, to train, to guide, to teach. Using this definition, we could say that discipline is the overall guidance that you give your child as he matures, the goal being the child's eventual ability to impose limits on himself. Effective discipline helps produce desired change or growth in a child, maintains the child's self-esteem, and keeps a close relationship between parent and child. Discipline is one of the foundations of the parent-child relationship, and continues to be one as the child moves toward adulthood and independence. Limit setting is just one part of the teaching process that is discipline.

It is impossible *not* to have some limits for your child. Limits help your child understand the world around him and how it operates.

HOMEWORK

BABY'S INCREASING MOBILITY

(7–14 months)

1. Describe your baby's ability to get around (for example, rolls over, is beginning to crawl).

2. What is your baby trying to accomplish with his/her increasing ability to move around? (Watch your baby and list some of the things.)

3. What problems are you experiencing as your baby becomes increasingly mobile? Give examples of them.

4. What problems are you encountering in "child-proofing" your home (that is, in making your home safe for your child)?

Parent's name ______________________ Date ________ Child's age ______

PARENTMAKING: A Practical Handbook for Teaching Parent Classes About Babies and Toddlers by B. Annye Rothenberg, Ph.D., Sandra L. Hitchcock, Mary Lou S. Harrison, and Melinda S. Graham. Copyright © 1981 by The Banster Press, P.O. Box 7326, Menlo Park, CA 94025.

They also help insure that your child's behavior will be "acceptable" to others and that he can be an integral part of society. You will not foster happiness if you give your child license to do whatever he wants.

Unfortunately for us as parents, there is no "magic formula" for setting limits. There are no universal rules that can be applied to every child. So, even though each of us will be setting limits for our child, the limits imposed will be different within each family unit.

Most babies' curiosity and their urge and new-found ability to explore become evident in the second half of their first year, bringing parents face to face with concerns and conflicts about limit setting. What do these new developments mean to your baby and to you?

From your baby's point of view, there is obvious joy in his ability to move about independently—you can see it on his face. For the first time, he is able to influence the world around him. As he crawls and explores, he achieves his first real taste of "mastery" over himself and his environment. This is very exciting, and sometimes frustrating. He is now aware that he influences *your* behavior, too. He sees it in your reactions to what he does and this is fascinating for him. All of his curiosity, urge to explore, and need to practice his new skills are drives toward maturity (which he can't stop, though you may sometimes wish he would).

It is important to realize and remember that "no" is just a sound to your baby during this stage. He does not know what the word means until he learns from you. (He also has no sense of danger or caution at this point.) As he begins to understand "no," an older baby can grasp that you mean "No, not right now," but he cannot comprehend that you mean "never."

From your point of view, there is joy in each new skill your child acquires—one of the real thrills of parenthood is watching your child achieve developmental milestones. But contrary to what you may have expected, once a child is mobile he needs a great deal more supervision than he used to. He can't just be put on the floor or another "safe" place while you go about your activities. When he is able to move about, you will find you have real concerns about his safety—and your sanity! (How can one child get into so much?) You will probably want to help him satisfy his glorious curiosity, but not at the expense of his (or your) well-being. So, you may be searching for a middle ground where you both can be satisfied. This means that you will need to use your special knowledge of your special baby to find a creative approach to limit setting that is right and comfortable for your family.

Before you ask the parents to discuss their concerns, you may wish to review the problem-solving techniques found in Part I: 6. This can help the group to better understand and deal with the problems that will arise.

Now you can start the discussion by saying, **Let's begin the discussion here with any questions or concerns you have about limit setting in your house.** If the parents seem reluctant to volunteer a concern, you might begin by relating to them an experience of your own in which you found yourself confused or upset about setting limits for your child. Doing this usually breaks the ice by reassuring the group that you really understand their concerns and will not judge them. Another option is to refer to a concern that you know one of the parents has, asking her if she will share it in more detail with the group.

Try to allow every group member a chance to voice her most pressing concerns and then try to satisfy all questions as completely as possible. You may wish to summarize possibilities for each parent who has voiced a detailed concern and ask her to share the outcome of her problem solving during the next class session.

Additional Information for Parents

Limit-setting Techniques

- It is impossible to work from a distance with an older baby. Parents should remove their child from an unacceptable area or put the forbidden object away.
- When parents say "no," they should say it firmly. Sometimes parents say "no" so gently that the child cannot distinguish it from ordinary con-

versation. If desired, a simple reason for the "no" can be given—"That's hot," or "That's sharp."

- Parents can try to redirect their baby's attention when they want her to stop doing something. Showing her something fun to do in another part of the room or the house may help.
- If a baby is so fascinated that he seems compelled to return over and over to a forbidden object, parents should try to figure out what is so appealing about it. If possible, the baby should be offered a safe alternative or substitute. (For example, if he crawls into the fireplace, he could be given a big box to crawl into. If he pulls hair or pokes at eyes, a doll that has hair or eyes that open and close could be offered, and the child could be told, "You can't pull Mommy's hair but you can pull dolly's." This allows a child the opportunity to satisfy the urge to explore in a way that is acceptable for both of you.)
- Isolation can be used. Before a parent becomes truly angry with her child, she should try putting him in the crib or playpen for a few minutes, telling him that this behavior is *not* to continue. This is a very clear message to the child that what he did is not acceptable. It also provides a "cooling-off" period for parent and child.
- Using physical punishment (slapping hands, spanking, and so on) is a very individual decision. There are many pros and cons that can be cited, so parents need to understand how they themselves feel about it. If it makes a parent feel uncomfortable or guilty, it is probably not a good idea to use it.
- Sometimes a change in environment or schedule decreases the need for limit setting.

Consistency in Setting Limits

- Being consistent in imposing limits will help a child because it diminishes the need for her to check and recheck them quite so often.
- It is hard to be consistent. Initially, parents should try saying "no" to only those few things that are so important to them that they will follow through on them, no matter what kind of day they've had.
- It helps to keep valuable and breakable objects out of the child's reach, or perhaps put away for a time. This makes everyone more relaxed, and lessens the chance of someone's being upset if a treasured item is broken or damaged.
- If possible, furniture that can cause problems, such as chairs that tip easily or sharp-cornered tables, should be removed. Babies will pull themselves up to stand using anything they can reach.
- It helps if parents can decide between them what limits they should set. This allows no room for indecision and the baby will benefit from observing a "united front."
- Even though partners may have agreed on what limits to set, they may find differences in the way they communicate these limits to their child. But having different styles is not being inconsistent. A child needs to learn that people are different. For example, mother may be more patient and father may be louder in voicing his disapproval or vice-versa.

Baby's Inconsistent Reactions and Limit-testing Behavior

- Parents can expect a variety of reactions from their baby when they tell him "no"—he may scream with anger and frustration, sob as though he is broken-hearted, smile, or even laugh aloud. A child is starting out with no information about why his parent is acting the way she is. A "no" may startle him because it seems "out of character" for the parent. Whether he laughs or cries depends a lot on his individual temperament.
- When a baby tests limits, she is trying to find out what the rules are. Usually, she does not do it to tease or annoy in the beginning. If, however, she seems to be making a game out of the situation, she may be using her limit testing as an attention-getting device. This is more often true of toddlers than babies under a year old.
- Babies are often bewildered by the introduction of limits into their worlds. Each situation seems different to them and they test over and over again to try to sort out what is expected of them. Repetition is the tool for parents to use—and patience is a necessity.
- For the time being, parents are setting limits on activities and objects, not on behavior. A baby cannot control his feelings or his drives toward development but parents can control his environment and what he has access to.

Child-proofing and Safety

- Everything interests older babies, and parents need to be continually alert to their child's safety. Many babies of this age use their mouth as the primary tool of exploration.
- Babies in the second half of the first year have no sense of danger or caution. The handouts on

pp. 330-335 can help parents make their homes as safe as possible.

- Parents should try to anticipate their child's development and keep one step ahead of him in child-proofing.
- Parents need to be particularly aware of how quickly their child can endanger herself. Babies should not be left unattended, especially in the kitchen or the bathroom.

Handouts

The handouts for this topic—"Safeproofing Your Home for Children," "Safety Equipment," "Poisonous Parts of Common House and Garden Plants," and 'First Aid Chart,"—all concern child-proofing and safety precautions. They can help parents become more aware of areas of potential concern or danger. The handouts themselves or information on how to send for them can be found in the topic, "Sickness and Safety" (p. 321).

2

SOCIAL-EMOTIONAL DEVELOPMENT

background/preparation

Goals to Work Toward in Presenting This Topic

Sometime during the second half of their first year, children begin to discover they they are separate beings, distinct from their mother and father and from the world around them. Every child makes this discovery in his own unique way, and the knowledge he gains manifests itself in a variety of behaviors that influence both parent and child. Because of the unique nature of the process of social and emotional growth and because of the long-term implications of each child's development, the topic of social and emotional development is of great concern to most parents.

The goals to work toward on this topic include: (1) to provide parents with information about social-emotional development and its meaning for parent and child; (2) to help parents recognize and understand the kinds of behavior that indicate social-emotional growth in the older baby; (3) to help parents become aware of the unique and individual way each child may express the changes and growth occurring within him; (4) to help parents learn to cope comfortably with the changes in their child and with their feelings about these changes; (5) to give parents the opportunity to share ideas about fostering self-esteem in their child.

Typical Parental Interests and Concerns About This Topic

1. Every time I leave my little boy with anyone except my husband, he cries and screams the whole time I'm gone. What did I do to make him feel so insecure?
2. Myra has always been such a friendly baby. She enjoyed being held and would go to anyone. Now she cries when anybody (but us) even *looks* at her or smiles. Why does she act this way?
3. Our baby seems to be afraid of all men except his father. This even includes his grandpa! What could have caused this? What can we do about it?
4. Whenever my husband and I try to carry on a conversation in the evening, our daughter begins to fuss and whine and tries to climb in my lap. It's very annoying! How do we handle this?
5. Is it possible to "spoil" a baby this age?
6. Fred seems to need so much *more* of my time and attention than he did before. I know it's

important to meet your child's needs so that he'll feel secure, but where do you draw the line?

7. I really want my child to begin "playing" with other children. What's the best way to accomplish this?
8. Diapering my son—and dressing him, too—is like working with a tornado! He is furious, yelling and kicking—and frankly, so am I! What can I do?
9. How do my moods affect my baby? Should I try to hide my own negative feelings?

Areas of Information You Will Need to Learn About to Teach This Topic

Social-emotional development in older babies.
- Behaviors that indicate social-emotional growth in older babies.
- The meaning (or explanation) of these behaviors from a child's point of view.
- Differences in children's ways of expressing social-emotional growth.

Parents' attitudes and feelings.
- How to cope with a baby's behavior.
- How to cope with feelings, especially negative ones, about a child's behavior.

Self-esteem.
- How to encourage positive influences.
- How to identify undermining influences.

Family Dynamics—What This Topic Means Psychologically to Parent and Child

The social and emotional growth that occurs in a child during the older baby stage is not visible to parents in the same way that other development, such as learning to walk, is. Because this is so, parents usually report what they feel are sudden and surprising changes in their baby's personality or behavior. Unfortunately, some of these changes manifest themselves in negative ways, such as stranger anxiety and separation anxiety. Many parents do not recognize the changes in their child as indications of growth but see them rather as signs that they have somehow failed in their attempt to meet their child's needs or to make him feel secure. When parents, most of whom have eagerly awaited this age as a time of increased independence in their child, find their child clinging, refusing to separate, or making *increased* demands upon their time and energy, they may be confused, resentful, and/or angry.

All of this is distressing and of real concern to parents. At the same time that they are struggling to find ways to cope with their baby's new behavior and his emerging personality, they must also deal with their own feelings about these changes.

Because she cannot yet express herself well, the older baby must use her behavior to communicate her new feelings and awareness to her parents. She may appear to be "stranded" between dependence and independence and can be inconsistent both in her demands and responses. The intensity of this dilemma and her expression of it are unique to each child, given her individual temperament. Her behavior mirrors her struggle to cope with the changes. In most babies, some degree of stress is evident. If her reactions and behavior change considerably, she may find that her parents do not readily understand and can no longer anticipate her needs as well as they used to. This adds to the intensity of the child's feeling of separateness.

The period of social and emotional growth in the 7- to 14-month-old is a period of upheaval and change in the relationship between parent and child. Although social and emotional development are obviously desirable, the time during which it occurs can be difficult to live through on a day-to-day basis. As the older baby works to consolidate the gains she has made in discovering herself and the world around her, her parents begin the process of learning to know and accept the "person" inside their child.

Sample Concern of Parents

Concern	*Critical Issues*
It seems like Sally (12½ months) has been a different baby since her first birthday. She used to play quite happily while I worked around the house, but now she cries whenever I leave	—Separation anxiety.

Concern	*Critical Issues*
the room. She seems to need me to play with her *all* the time and I feel like I can't get anything done. The worst time of all is when I'm trying to cook dinner!	
She crawls after me and actually hangs on my leg and whines and fusses to be picked up. That really drives me	—Baby's dependence and use of attention-getting devices.
up a wall! At first I thought she was sick	—Parent's feelings about child's behavior.
because she was acting so strangely. But the doctor says she's fine and this is just a stage. Even so, what really concerns me is that	—Parent's inability to recognize signs of social-emotional growth.
she seems so insecure, needing all this time and attention. I really thought I had done	—Parent's interpretation of child's behavior.
such a good job of meeting her needs, and now this!	—Parent's sense of inadequacy.

Key Questions

1. When do you play with Sally and how do you feel about these times?
2. Why do you think Sally cries when you leave the room? What do you do to reassure her?
3. Late afternoon is the low point of the day for a lot of us, and it can be really aggravating when your baby acts this way. What is she trying to tell you when she does this? How do you handle it? How are you handling *your* feelings?
4. Now that you know Sally isn't sick, how do you acount for the changes in her behavior?
5. You seem to feel that you are responsible for the way Sally is acting right now. Given what you have learned today about social-emotional growth, can you see other reasons for her behavior? How does that make you feel?

For the group

6. What are realistic limits that a parent can set during the day that would be good for her and also help her child feel she's liked?
7. How have you coped when your child cries as you leave the room?
8. What do you do to avoid your child's fussing and clinging in the late afternoon pre-dinner time?
9. Can you think of ways to describe Sally's behavior other than "insecure"?

Readings and Other Resources

Brazelton, T. Berry, *Infants and Mothers* (New York: Dell Publishing Co., Inc., 1972).

*Briggs, Dorothy, *Your Child's Self-Esteem* (Garden City, N.Y.: Doubleday and Company, Inc., 1975), Parts I and II.

*Chess, Stella, Thomas, Alexander, and Birch, Herbert G., *Your Child is a Person* (Baltimore, Md.: Penguin Books, 1977).

Fraiberg, Selma, *The Magic Years* (New York: Charles Scribner's Sons, 1959), Part II.

Gesell, Arnold, Ilg, Frances, and Ames, Louise, *Infant and Child in the Culture of Today* (New York: Harper & Row, 1974), Chapter 3.

Johnson & Johnson Baby Products Co., *The First Wondrous Year* (New York: Macmillan, 1979), pp. 65-122.

*Skaggs, Merrill Maguire and Barber, Virginia, *The Mother Person* (New York: Schocken Books, 1975), Chapter 7.

teaching/presentation

Homework

The homework for this topic is to be used *after* the discussion so that parents can watch for specific areas of social-emotional development and focus on their reactions to these changes.

Practical Suggestions and Strategies for Teaching This Topic

- There is not a great deal of "factual" information for you to work from in this topic area. Instead you will need to rely on parents' descriptions of their child's behavior and on your own experiences with children. It may be difficult to lead the discussion on this topic at first, but as you continue to lead classes your experiences with a wide variety of children will increase your proficiency and skill.
- Since the concepts of social-emotional development may be unfamiliar or new to your group, it will be important for you to give group members an in-depth understanding of the changes occurring in their children. If you can help each parent explore her concern fully, she will be better able to recognize and pull together the various aspects of it. As you work with each parent, you will be illustrating to the group how feelings and behavior (in both parent and child) interact and influence each other.
- Since each baby's growth in this area can be very different from any other child's, it is important to give each parent an opportunity to describe and discuss her experiences and concerns. Hearing a variety of concerns will emphasize to the group how unique the social-emotional development of each child is. It will also help to reassure parents who may feel they have somehow caused negative behavior in their child.
- The discussion of this topic is often complex, with parents communicating information on one level and feelings on another. Your awareness of the various levels of comment can help group members learn more about themselves, and therefore contribute to their ability to handle their babies more effectively.
- Reassurance and support are major instructor responsibilities during this discussion. Parents often view indicators of social-emotional growth, such as separation anxiety, as signs that they have not met their child's needs effectively though they have worked hard to do so. It will be reassuring if you interpret each child's behavior in terms of social-emotional development, and explain what is happening from the child's point of view. Parents need to know that growth is desirable, even though it may be difficult to cope with at the present. Letting parents know that separation anxiety and other "negative" behaviors are normal can help to stave off unnecessary feelings of failure.
- The behavior changes springing from social-emotional growth in a baby will affect the everyday patterns of his and his parents' lives. The group's recognition and understanding of social-emotional growth will most likely enhance a discussion of patterns and schedules, especially in the parents' ability to use problem-solving techniques on day-to-day problems. "Patterns and Schedules" should therefore follow this topic in the series' schedule. In-depth knowledge of each child's behavior will help you to lead the latter discussion.

Mini-lecture and Lead-off Questions for Discussion

Parents may be unaware that many of the changes in behavior they see in their older babies are due to social-emotional growth. An effective way, therefore, to introduce the topic would be to give the parents a handout highlighting the most common indicators of social-emotional development in the older baby (see p. 146 for a copy of this handout). You can then describe each area

HOMEWORK

SOCIAL DEVELOPMENT

(7–14 months)

Before beginning this homework observation, read through the first part of the handout "Social-Emotional Development" to note the changes that generally occur in babies this age. Then describe the changes that you have noticed in your own baby and your reactions to them.

1. What are some of the social-emotional changes you've seen in your baby?

   a.

   b.

   c.

2. What was your first reaction to these changes?

   a.

   b.

   c.

3. Have you and your baby now come to accept and live with these new stages? How have you done this?

   a.

   b.

   c.

Parent's name ________________________________ Date __________ Child's age ______

PARENTMAKING: A Practical Handbook for Teaching Parent Classes About Babies and Toddlers by B. Annye Rothenberg, Ph.D., Sandra L. Hitchcock, Mary Lou S. Harrison, and Melinda S. Graham. Copyright © 1981 by The Banster Press, P.O. Box 7326, Menlo Park, CA 94025.

in greater detail. This method helps the parents to fix in their minds the various behaviors they may encounter and to keep track of those about which they have concerns.

During your child's first months, other people are his primary source of information and satisfaction. Somewhere in the middle of his first year, however, your baby begins to differentiate himself from the outside world. This is a crucial step in his social-emotional development. He discovers his separateness, his "self." He begins to discover and experience himself and the world around him. This new phase of self-discovery is a gradual process that will continue to take place over the next few years. (Distribute the handout.)

Here are some of the highlights of social and emotional development in the older baby. We'll discuss them all and you may wish to take notes about those areas that are of particular interest to you in the spaces available on the handout. Remember, each baby will experience developmental stages at different times and with varying degrees of intensity.

- **Separation anxiety is very common at this age. With mobility comes the realization that a baby can go away from other people. You may find that your baby needs to "check in" with you frequently if you're in the next room or even just across the room. You may also find that your baby still does not have much capacity to realize that people and objects exist when he cannot see them. Out of his sight, they cease to exist for him. So, when you leave him, he fears that you are gone forever. During this period, a baby learns that you *will* come back because it happens over and over again. This is an important lesson! (It also accounts for some babies bursting into tears at their parents' return. The return reminds them that the parent was gone and that the child was upset.) One of the reasons that playing "peek-a-boo" is so popular with the older baby is that it allows a child to try out a short separation from his parent under his own control. It's a good way to help a child deal with his anxiety on a small scale.**
- **Your baby may react negatively to people and places that are strange to him. He is less "portable" than in earlier months in the sense that he will probably need time to adjust to new surroundings. He may have trouble sleeping in a strange place. He also may refuse to "perform" or "show off" any of the new skills he has acquired. He responds favorably to regular scheduling, a daily routine he can count on. Most babies of this age are definitely more at home with familiar people in familiar surroundings.**
- **Most older babies become increasingly assertive, something that may show itself in negativism. They will begin to demonstrate definite likes and dislikes, and resist pressure to do anything they do not want to do, such as nap, eat new foods, or have their diaper changed. (They may use "persuasion" or loud protest to try to get you to change your mind.) Older babies dislike being hurried or rushed. In addition, they may complain about confinement, like the playpen or a gate across a door. Anger begins to be apparent and may even flare into what might be called a tantrum.**
- **The older baby's curiosity and urge to explore are insatiable. His increasing mobility and upright posture give him a three-dimensional view of his world for the first time, and everything looks new and different from this perspective. He has to see and touch and begin to sort it out.**
- **The older baby can recognize himself and his parents in a mirror. He responds to his own name. He becomes interested in exploring his body when he is undressed. He may also be fascinated by other people's faces, poking his fingers into eyes, noses, and mouths or pulling hair. This is all part of his growing awareness that he is a separate person.**
- **Imitation of parents and other family members—an activity that is developed to a "high art" during the second year—can be seen in older babies' actions and heard in their vocalizing during play. Around their first birthday, most babies enjoy following simple directions and being enthusiastically congratulated when they carry them out. Babies begin to "perform" for family members when they laugh at their actions; their capacity for repetition is truly awesome.**
- **A budding sense of humor becomes more apparent at this time. Babies enjoy being**

chased and caught, and may laugh aloud at anything unusual or mildly surprising that you do (like wearing a shower cap, sneezing, or tripping). Babies also enjoy making funny faces and strange sounds, such as coughing.

- **The older baby is becoming more interested in observing other children. He learns by watching them but still does not play *with* them. He is sensitive to their moods and may be upset if he hears or sees another child crying. He may react negatively to your holding or playing with another baby.**
- **The older baby is beginning to evaluate and sort out the moods of other family members by watching their facial expressions and listening to their various tones of voice. By the end of his first year, he is able to show moods on his own face. He also shows affection for people and favorite toys by hugging, patting, stroking, and kissing.**

All of these changes in older babies are signs of growth, not signs that parents have failed.

Following your opening remarks, group members might wish to have a few moments in which to finish their notes and look over the handout. When they're ready, ask who would like to discuss any of the behaviors just mentioned in more detail or as it pertains to their child. This is usually sufficient to get the discussion started.

You will most likely find that you will need to participate more in this discussion (in the sense of explaining, interpreting, and supporting) than in most other topic discussions. Most parents have not had enough experience to enable them to recognize social-emotional growth in their babies for what it is.

As the discussion moves on, questions about the effects of a child's new behavior on daily routines (such as bathing, diapering, and dressing) will probably be raised. These questions can be handled here or in the discussion of patterns and schedules.

After the discussion of the group's concerns, you can move on to a related area: **We've talked about the older baby's growth, socially and emotionally. A long-term influence on this growth is the parents' attitude toward their child's development, since it will affect the child's self-concept and self-esteem. How can we encourage healthy emotional growth and self-esteen in our day-to-day parenting? What gets in the way of this encouragement?**

The length of the discussion of social and emotional growth varies widely from group to group. It will be helpful if you are prepared to move on to "Patterns and Schedules" should the developmental discussion be short. Sometimes a group may seem unable to work with the rather subjective aspects of social-emotional development. If this is so, move immediately to "Patterns and Schedules" and try to weave the information on social-emotional development into that discussion. This technique works particularly well with a group that is very information- or detail-oriented.

Additional Information for Parents

Since every baby will express his or her social-emotional growth differently in terms of intensity, age, and behavior, the general information that follows will need to be tailored to fit individual situations within each group you lead.

Social-Emotional Development

- Separation anxiety and stranger anxiety usually peak in intensity in a majority of babies at 12 to 13 months. Whenever a baby experiences these fears, it is *not* a signal to stop leaving him with other people. He needs support and encouragement, but he also needs the repeated experience of his parent's going away and *coming back* to learn that he *can* cope. If a child is having a very difficult time, a parent can try leaving him for short periods (1 to 2 hours) more frequently, as opposed to leaving him less often but for a long period of time. Parents should try to be cheerful and confident when they leave their child even if they don't really feel that way. Their trust will communicate itself to their baby. Parents should try not to linger because this only prolongs the leave-taking that is painful for their child. Parents may wish to use only sitters or friends whom they trust to give the child calm and confident care during his anxious period.
- It is probably best for parents to take only short (weekend) vacations and not to return to full-time work during a period in which it is very difficult for their baby to separate from them.
- If a baby has developed a fear (of men, uniforms, mustaches, beards, glasses, or whatever), parents need to be patient and reassuring. Fears

do not usually arise from a frightening or negative experience, but are usually attributable to the child's heightened awareness and recognition of differences. Parents should not prevent their child from having contact with the object of his fear, but they should not push their baby to accept it either. Fears will generally subside naturally if they are not overemphasized.

Coping with Baby's Behavior

- The 7-month-old to 14-month-old stage of development may be a difficult one for parents to live through on a daily basis. They will need to be open to signs of social-emotional growth in their child and aware of the inner turmoil the changes can cause. Parents should try to experiment with different approaches and responses to their child's behavior until they find those that are both comfortable and effective. Parents will also need to keep their sense of humor intact.
- A review of limit-setting techniques may help parents to cope with specific behaviors—pulling hair, biting, poking eyes, whining, and so on—that they are now encountering in their child.

Parents' Attitudes and Feelings

- The intensity with which children express their social-emotional growth (especially separation anxiety and stranger anxiety) is a function of their individual temperament, not a sign that parenting has somehow been inferior (or superior).
- It is helpful to know that anxiety (fussiness, irritability) sometimes precedes a major developmental step such as walking. Once the task has been mastered, the anxiety usually recedes.
- Dealing with a baby's swings between dependence and independence can be frustrating. The older baby tends to be inconsistent in his needs and in his responses to his parents' help until he learns to cope with his new feelings. In the meantime, he probably will need more reassurance, support, and time with his parents than most parents thought would be necessary at this age. This does not mean that parents should return to a "newborn" pattern of being available to every demand 24 hours a day. Parents need to work *with* their child to encourge his independence and his confidence in his ability to cope with the world around him. At the same time, they need to let their child know that they are there for him when he is overwhelmed by the confusion around and within him.
- It is possible for parents to allow their child little by little to "take over" much of their day and to find themselves unable to accomplish much of anything other than meeting the child's needs. How can a parent tell if her child's needs have become demands? The parent's own feelings are probably the best indicators. If parents often find themselves feeling resentful, angry, or manipulated, it's time for them to reevaluate the situation.
- Sometimes it is necessary for a parent to restructure *her* day so that she makes time for her tasks and for herself, as well as for her child. (It helps parents to know that they are *not* fostering independence in their child by being at his beck and call every minute.) Accomplishing tasks that she has planned on doing helps a parent to alleviate tension and negative feelings and creates a more realistic balance in her relationship with her child. Restructuring or establishing a more equitable schedule takes time, just as it took time to create the situation that presently exists. A child may not be pleased with his parent's move to take care of her needs as well as his, but both parent and child will benefit in the long run.
- A child's personality begins to emerge during the older baby stage, and parents may want to examine the way they relate to their child as a person. It is important for parents to understand and consider their child's feelings, and realize he now needs to be included in conversation and activity. Parents need to spend more time getting to know the "person" in their baby—they will likely find that it is time well-spent in terms of personal enjoyment and rapport within the family.

Baby's Self-Esteem

- A child's feeling good about himself is influenced by whether his parent feels good about herself and by how the parent acts toward him, letting the child know that she really likes him.
- Parents need controls and limits for their child so the baby doesn't continually do things that make the parents angry.
- A child's demands increase at this age so he naturally seems more like a tyrant. Parents need to learn to say "no" to their child, not just to dangers but to their baby's demands for excessive attention as well.

- A parent's concern should not be just with what kind of child her baby will become. She also needs to remember that she is building a lifetime relationship with her child and in her relationship establishment she is setting the groundwork for other relationships her child will have. If a parent likes her child, it is probable that other people will, too. Parents can help their child develop into a likeable person.

Handouts

There is one handout that has been developed for use with this topic. The section on "Typical Changes in Babies" is the basis for part of the mini-lecture on p. 140 and lists the highlights of development the 7- to 14-month-old experiences. "Developing a Positive Relationship" may be used as an effective summary of the discussion. It may also be given out during the last class in the series to summarize attitudes and feelings you hope have been imparted throughout the series.

HANDOUT

SOCIAL-EMOTIONAL DEVELOPMENT

(7-14 months)

Typical Changes in Babies

The following are some of the social-emotional changes that often occur in babies between 7 and 14 months. Remember that these stages of development will be experienced by different babies at different times and with varying degrees of intensity.

1. Separation anxiety
2. Negative reaction to unfamiliar people and places
3. Increasing assertiveness and independence
4. Insatiable curiosity and urge to explore
5. Recognition of and interest in himself as a separate person
6. Imitation of parents and other family members
7. Budding sense of humor
8. Increasing interest in observing other children
9. Recognition and evaluation of moods of family members and self.

Developing a Positive Relationship

Communication. Be aware of what you are communicating to your child with your words and your actions. Encourage him to express himself; handle him calmly; tell him what you're going to do. Minimize his exposure to *very* angry or depressed feelings in adults.

Acceptance. Show respect for his feelings and yours. Recognize that he has his own unique style and try to enjoy his specialness.

Flexibility. Remind yourself to stay flexible enough to pick up your child's cues about the changing stages he's going through.

Expectations. Try to keep your expectations in line with your child's age and his developmental stage.

Accessibility. When you're with your child, be with him totally. Give him some undivided attention and try to let him set the pace and tone of your play together.

Privacy. Both parents and children need time by themselves. Your child needs opportunities to experience himself and his world on his own terms; you need these times to take care of *your* own needs, to be with your spouse and other adults, and to pursue other interests.

Anticipation. Try to plan ahead and allow lots of time for activities; this can help produce a relaxed atmosphere in your home.

Learning. Allow your child the opportunity to struggle and fail, struggle and then succeed. Reward his effort, not his achievement. Try to give yourself the same opportunity in your role as a parent and don't be too hard on yourself.

Reality. It helps to realize that children can't be expected to behave any better than their parents. Remember that you're a role model for your child—and try to maintain your sense of humor!

PARENTMAKING: A Practical Handbook for Teaching Parent Classes About Babies and Toddlers by B. Annye Rothenberg, Ph.D., Sandra L. Hitchcock, Mary Lou S. Harrison, and Melinda S. Graham. Copyright © 1981 by The Banster Press, P.O. Box 7326, Menlo Park, CA 94025.

3

PATTERNS AND SCHEDULES

background/preparation

Goals to Work Toward in Presenting This Topic

The older baby's continuing growth and development often necessitate changes in the patterns and schedules her family has been accustomed to. Babies no longer indicate reliably when they need to sleep, be awake, or eat, and parents must begin to make some decisions on these matters. Restructuring and updating daily patterns can be a complex task as parents attempt to balance their child's needs and demands with those of the rest of the family.

Goals to work toward on this topic are: (1) to help parents consider and evaluate the patterns and schedules of their child's day and night in the light of her present stage of development; (2) to provide parents with a forum for sharing a variety of ideas, alternatives, and information about handling the daily activities and patterns of older babies; (3) to encourage parents to work toward finding and establishing a daily pattern (life style) that is as balanced and comfortable for all members of the family as possible.

Typical Parental Interests and Concerns About This Topic

1. My baby doesn't seem to be able to sleep through the night any more. I've been nursing her back to sleep, but now she's waking three or four times a night. What can I do to get her to sleep through again?
2. We've always put Martin to bed in the evening when he seemed sleepy, usually about 7:30 p.m. But lately he's been staying up later and later. We don't really enjoy having him with us *all* evening, but he doesn't act tired or fussy. How should we determine a bedtime for him?
3. I've always nursed my little girl to sleep before putting her into bed. Now that I've weaned her, she cries and carries on until I come in and rock her to sleep. She won't even let my husband do it! How can we teach her to go to sleep on her own?
4. Whenever my little boy wakes in the night, he pulls himself up to stand at the side of his crib and stands there screaming because he doesn't know how to get down again. I can't stand to let him cry like that, but if I go in and put him down, he just stands right up again. Help!
5. Melissa's nap times are different every day. I think she's trying to move toward one long nap in

the afternoon. How can I help her make the changeover?

6. Bruce keeps standing up in the highchair (bathtub, car seat) and it really scares me. How can I stop him from doing this?

7. Our baby is waking up every morning at 5 and she refuses to go back to sleep. She may be ready to get up then, but we sure aren't! What can we do about it?

8. I really need some information about schedules. What's rigid? What's flexible? How do I know what's right for Tami?

Areas of Information You Will Need to Learn About to Teach This Topic

Typical daily patterns of older babies.
- Sleeping patterns (night and nap times).
- Eating patterns (when, not what).
- Play and activity patterns.

Impact of baby's development on daily patterns.
- Social-emotional development.
- Motor development.
- Individual temperament differences.

Balancing of needs within the family.
- Evaluating needs and demands of family members.
- Structuring new patterns and ways of meeting the family's—parents' and child's—needs.

Family Dynamics—What This Topic Means Psychologically to Parent and Child

When their child reaches the older baby stage, parents often find that the practice of structuring her days and nights by following her cues becomes increasingly difficult. They find that their baby's internal controls are not the totally reliable indicators of fatigue, hunger, and other bodily conditions that they were in the newborn months, yet many continue to rely solely on their baby's cues in setting daily patterns. When their baby's "needs"—or what they still feel to be her needs—expand to cover much of the day and night, parents feel manipulated and not in control. If parents feel forced to ignore their own feelings in favor of what they perceive to be their child's best interests, they experience real frustration.

By the time a baby has reached the second half of the first year, her growth and development have given her some mastery over her internal controls. She is no longer at the mercy of biological needs to sleep and eat but is now driven by more complex needs to explore, to satisfy curiosity about the world, and to develop in every area. If she is excited, engrossed in play, or enjoying the company of her parents, she does not want to eat or go to sleep. She is not, however, capable of limiting her drives or activities in the sense of knowing when or how to stop. If, for example, it is left to her to indicate when she is ready for bed, she may be unwilling and/or unable to do so. Instead, she may continue her activity until she can sustain it no longer and then fall apart with exhaustion. With no effective internal or external boundaries to help her, the older baby finds herself in an uncomfortable situation.

Sample Concern of Parents

Concern	*Critical Issues*
We are having a real problem at night. Paul (11½ months) still goes to bed at 7 p.m., just as he's always done. But three weeks ago he began waking every night about 1 a.m.	—Change in baby's sleep pattern.
At first I assumed he was hungry, since he's grown a lot recently, so I would just nurse him back to sleep.	—Parent's initial response to pattern change.
But now he's started to get up again about 4 a.m. He can't possibly be that hungry, can he? It's almost like when he was a new baby.	—Baby's response to parent's "rewarding" action.
Last night we decided not to go in to him and to let him cry it out. After he'd screamed for 30 minutes I just couldn't	—Parent's attempt to change baby's pattern.

Concern	*Critical Issues*
take it, so I went in and nursed him. It seemed so cruel to stay away deliberately when he needed me. On the other hand, I can't keep this up indefinitely. I'm tired and my husband is disgusted	—Parent's interpretation of baby's needs and of her own role.
and we're both upset. I don't know what to do now.	—Parent's need for reevaluation and alternative responses.

Key Questions

1. What is Paul's sleep schedule during the day? How many naps does he take? How long does each nap last?
2. Can you describe Paul's eating pattern during the day? How much does he eat at each meal?
3. Can Paul fall asleep on his own during the day?
4. Have you noticed any ways Paul has of comforting himself?
5. Where does Paul sleep? (What are the sleeping conditions?)
6. What do you feel are your options for dealing with Paul's nighttime waking?

For the group

7. Why do we have so much difficulty imposing our own requirements on our baby's schedule? Where does this difficulty and conflict come from?
8. How do some of you feel about being alone? Do you really believe that a baby should be alone all night?

Readings and Other Resources

Brazelton, T. Berry, *Infants and Mothers* (New York: Dell Publishing Co., Inc., 1972).

*Brazelton, T. Berry, "Why Your Baby Won't Sleep," *Redbook* (October 1978), p. 82.

Burck, Frances Wells, *Babysense* (New York: St. Martin's Press, 1979), Chapter 8.

Chess, Stella, Thomas, Alexander, and Birch, Herbert G., *Your Child is a Person* (Baltimore, Md.: Penguin Books, 1977), Chapter 5.

Leach, Penelope, *Your Baby and Child* (Westminster, Md.: Alfred A. Knopf, 1978), pp. 215-223.

*Spock, Benjamin, "How to Comfort a Crying Baby," *Redbook* (December 1978), p. 34.

teaching/presentation

Homework

The homework assignment helps parents to discover and focus on the current patterns of their baby's daily life. Question 3 is included to make parents aware of how their baby's patterns and their own needs can be at odds and cause frustration.

Practical Suggestions and Strategies for Teaching This Topic

- It will be valuable to the parents if you encourage them to consider the emotional climate or atmosphere surrounding the daily activities in their homes. Parents need to be aware of the fact that babies are sensitive to the feelings and attitudes of their parents whether or not these emotions have been expressed verbally to them.

HOMEWORK

BABY'S CURRENT PATTERNS

(7–14 months)

Try to keep some sort of record of your baby's activities and behavior for a few days to see if you notice any kinds of patterns in his/her days and nights. Then answer the following questions.

1. During the last several days, what have you noticed about your baby's patterns of fussiness and contentment during the day?

What relationship do you see between your activities and your baby's behavior?

When he is fussy, what have you found that calms him?

PARENTMAKING: A Practical Handbook for Teaching Parent Classes About Babies and Toddlers by B. Annye Rothenberg, Ph.D., Sandra L. Hitchcock, Mary Lou S. Harrison, and Melinda S. Graham. Copyright © 1981 by The Banster Press, P.O. Box 7326, Menlo Park, CA 94025.

BABY'S CURRENT PATTERNS (continued)

2. What are your baby's current sleeping patterns (nap time and night)?

3. Given your baby's patterns and your needs, what do you find most difficult or frustrating about organizing the day?

What is most difficult about organizing the night?

Parent's name ______________________________ Date ________ Child's age _____

PARENTMAKING: A Practical Handbook for Teaching Parent Classes About Babies and Toddlers by B. Annye Rothenberg, Ph.D., Sandra L. Hitchcock, Mary Lou S. Harrison, and Melinda S. Graham. Copyright © 1981 by The Banster Press, P.O. Box 7326, Menlo Park, CA 94025.

- Encourage the group members to show respect and tolerance for other families' life styles. It is fine for the group to discuss options and suggest alternative actions but it is not appropriate to criticize or judge another's decisions about how her family will live.
- You may wish to reintroduce limit-setting techniques when discussing such "activities" as standing in the highchair.

Mini-lecture and Lead-off Questions for Discussion

Because family life styles can differ so widely, there is not a great deal of general information that can be presented about this topic. Instead of offering many facts, the mini-lecture should simply get the group ready to begin the discussion.

Some of you have no doubt discovered that you can no longer rely on your baby's internal controls to effectively regulate her daily activities. Perhaps her naps are erratic or she's staying up later and later or waking at the crack of dawn. Even though scheduling may be a negative term for you, you may be wondering about how to set up some routines, some boundaries for the day and night that both you and your baby can rely on.

That's exactly what we're going to discuss today—the questions and concerns you have about daily patterns of sleeping, eating, and playing and how to integrate those patterns and your baby's needs with those of the rest of the family. In addition, let's include any questions you have about everyday activities you're involved in while caring for your child—bathing, diapering, dressing, riding in the car, and so on.

With the introductory remarks spoken, you can then ask who would like to open the discussion. If no one volunteers, provide an example of a scheduling problem from your own experience or direct a specific question to a parent whom you know has a concern in this area. If many questions are not voiced, don't be overly concerned. Many of the concerns that revolve around this topic (particularly those about sleep patterns) are nearly universal for this age group and the information and ideas exchanged can be used by the parents to fit their own situations.

It will be helpful to the parents if you briefly summarize at the end of this discussion the main points that were raised. The group may have jumped back and forth from one area of daily life to another, and summarizing will clarify the entire topic area.

Additional Information for Parents

Patterns and Schedules

- There are many reasons why babies wake more frequently and have changing sleep patterns during the second half of the first year. Some of these are teething, excitement over developmental changes (crawling, standing, etc.), awareness of separateness, increasing assertiveness, and sickness.
- A schedule is nothing more than a routine for the day, and outline or pattern that underlies daily activities. (Most people operate on one whether they realize it or not.) If parents are finding that every day and night with their baby is different and that they're never sure what will happen when, it may be helpful for them to create a daily pattern that they and their baby can count on. This does not mean that activities should be scheduled into 15-minute blocks and checked off as they're covered; the goal is a general outline only, or steps toward one. Every family's pattern will be different.
- Some babies are, by nature, more adaptable than others, and fit themselves easily into their family's routine. A baby's temperament will play a big part in this.
- When parents are working to change a pattern or establish a new one (especially at night), they should give it time to take hold. They should not try one "solution" one day and another one the next. For instance, if their baby is waking at night, they should not go to him one night and not the next. This would be very confusing for the child. When parents make a decision, they need to stick to it. In that way, their baby will know what is to be expected.
- Parents should aim toward balance in their baby's days—time alone and time with parents, time outside and time inside, new activities and familiar ones, and so on.

Evaluating Family Needs

- Flexibility is important. As a child grows, parents need to periodically evaluate and update patterns.
- A baby is a social being and it is necessary and desirable for him to learn about the give-and-take of family life. Parents, therefore, should not ignore their own needs and feelings when they evaluate daily patterns. (For further information on this point see "Social-Emotional Development," p. 137.)

Handouts

No handouts have been developed for use with this topic.

4

NUTRITION

background/preparation

Goals to Work Toward in Presenting This Topic

A number of nutrition-related changes for both parent and child generally occur when a baby reaches the second half of his first year. This is the time when babies begin the transition to table foods and parents often feel uncertain about how to handle it and how to help their baby through it. Information on nutrition and the changing physical needs of children is sought as babies' appetites and attitudes toward food change and as they begin to be weaned from the breast or bottle. There is more to mealtime now than nursing or bottle feeding, and it is important to discuss all the changes—nutritional as well as emotional—that are involved.

The goals to work toward on this topic are: (1) to provide parents with information concerning nutrition and food-related changes in the older baby; (2) to help parents learn techniques to cope with their child's new eating habits and patterns; (3) to help parents understand and feel good about their child's growing independence.

Typical Parental Interests and Concerns About This Topic

1. How will I know when Elizabeth is ready for finger foods?
2. What can my son eat, since he has only a few teeth?
3. What's a "balanced diet" for a baby this age?
4. My baby refuses all vegetables (meats, cereals, fruit). What can I do?
5. Buffy has always been a good eater, but now she doesn't even seem interested in food. What's the matter?
6. Do I have to feed my baby fruits and vegetables every day?
7. My baby refuses all food but breast milk. How can I encourage him to try solids without turning meals into a battleground?
8. My baby won't let me feed him at all with a spoon. He wants to do it himself. Can he really get enough to eat that way?
9. Kirsten would rather play with her food than eat it. The mess really bothers me. What do I do?
10. When should I wean my baby from the breast (or bottle)?
11. How do I teach my baby to drink from a cup? When I offer it, he acts like it's poison!

12. When Terry gets fussy, I often give him a cracker if I'm busy. I know he's learning a bad habit but what can I do to avoid this?

Areas of Information You Will Need to Learn About to Teach This Topic

Nutrition for older babies.
- Daily requirements for a balanced diet.
- Food sources for major vitamins and minerals.
- General information on allergies, food sensitivities, and hyperactivity in children.

How to handle the transition to table foods.
- Finger foods—suitable foods, how to prepare them, how to offer them.
- Beginning to use the cup and spoon.
- Food safety—how to handle choking, what foods are unsafe.

Typical changes in appetite and eating habits.
- Normal growth patterns and weight gain in older babies.
- Varieties of learning experiences that accompany meals.
- Parents' feelings about eating changes—coping with messiness, etc.
- How to develop good eating habits and patterns in children with small appetites.

Issues concerning independence.
- Child's need to learn to feed himself.
- Weaning from breast or bottle.
- Parents' feelings about baby's independence in feeding.

Typical feeding problems.
- Overweight children.
- Use of food, breast, or bottle as a "pacifier."
- "Picky" eaters.

Family Dynamics—What This Topic Means Psychologically to Parent and Child

Feeding is so closely tied to parenting in the early months of a child's life (especially for mothers) that it is often difficult for parents to gradually relinquish control of it as their child grows older. Parents worry that their child cannot get enough to eat without their help, which is often refused from the older baby period on. Feeding is no longer smooth and easy—the child's appetite may decrease, he plays with food, drops or throws it, will eat only certain foods. All these new and confusing behaviors can combine to make mealtimes tense or uneasy for both parent and child, especially if the parent resorts to interfering, coaxing, or force-feeding.

For the older baby, mealtimes now offer much more in the way of experience than just the satisfaction of hunger. Many kinds of learning and development, such as eye-hand coordination, occur during experimentation with food and utensils. Along with learning come new demands for more independence in feeding himself, including control over the amount of food he eats. This independence is supremely messy. It is also necessary and valuable to his development; a child can become angry and frustrated if he is not allowed to experiment. No healthy child will choose to starve himself. Even though it may not seem so to parents, children can and do get enough to eat—provided their parents do not turn mealtimes into a "battleground."

The older baby stage is a time of transition. For everyone's well-being, families must work out a balance in which the parents are still responsible for the nutrition of their child—the kinds of food that are offered and when—and the child is increasingly in charge of feeding himself.

Sample Concern of Parents

Concern	*Critical Issues*
I don't know what to do about feeding Carrie (9 months) any more. She's always been a good eater and really looked forward to meals, but suddenly she won't let me feed her at all with a spoon.	
She just clamps her mouth shut and turns away.	—Baby's independence.
I've been giving her a few finger foods like Cheerios, bananas, and cooked carrots,	—Parent's concern about good nutrition.

Concern	*Critical issues*	*For the group*
but that's not much of a diet and half of it gets mashed in her hair or dropped on the floor anyway. She only has four teeth and I don't know what kinds of	—Baby's play with food and her messiness.	7. Let's have some suggestions from the group of healthy finger foods that babies enjoy. 8. What kinds of foods would *not* be suitable or safe for a baby with just a few (or no) teeth? 9. How do you cope with the mess your baby makes at meals? 10. What do some of you do when your child won't let you feed her?
foods she can handle. Now I find myself giving her little snacks,	—Parent's need for suitable finger food ideas.	
like a piece of graham cracker, all day long because I'm worried that she's not eating enough to keep a bird alive!	—Parent's concern about baby's appetite decrease.	

Key Questions

1. Why does Carrie seem to be refusing help with a spoon?
2. Does her refusal occur at every meal, even when your spouse feeds her?
3. What do you do when Carrie refuses to let you feed her?
4. What do you think Carrie is really doing when she plays with her food? How are you feeling about all the messiness that goes with her learning to feed herself?
5. What happens with the snacking? Does it change Carrie's meal behavior?
6. How do you feel about giving Carrie "snacks"? What other ways of dealing with her smaller appetite can you think of?

Readings and Other Resources

Brazelton, T. Berry, "Thumbs, Pacifiers, and 'Loveys': What Every Parent Should Know," *Redbook* (August 1976), p. 62.

*Burck, Frances Wells, *Babysense* (New York: St. Martin's Press, 1979), Chapters 3-5.

*Castle, Sue, *The Complete Guide to Preparing Baby Foods at Home* (New York: Doubleday & Company, Inc., 1973).

Eden, Alvin N., "Dr. Eden Discusses Teething," *American Baby* (March 1977), p. 14.

Eden, Alvin N. and Heilman, Joan Rattner, *Growing Up Thin* (New York: David McKay Company, Inc., 1975).

*Eiger, Marvin and Olds, Sally, *The Complete Book of Breastfeeding* (New York: Bantam Books, 1972).

Green, Martin, *A Sigh of Relief* (New York: Bantam Books, 1977), pp. 140-141.

Leach, Penelope, *Your Baby and Child* (Westminster, Md.: Alfred A. Knopf, 1978), pp. 201-214.

Pipes, Peggy L., *Nutrition in Infancy and Childhood* (St. Louis, Mo.: C. V. Mosby Co., 1977).

Further information can be obtained by:

1. Contacting a pediatric nutritionist at a local medical center.
2. Contacting a local children's dentist.

teaching/presentation

Homework

The homework encourages parents to go beyond their feelings about how their baby is eating to examine specifics of amounts of food eaten, the eating atmosphere, and independence.

Focusing on their baby's mealtime activities can also demonstrate graphically the wide variety of learning experiences that food provides for their child.

HOMEWORK

FEEDING AND NUTRITION

(7-14 months)

1. What changes have you noticed in your baby's interest in food and in his/her eating patterns over the last month or so?

2. How does your baby seem to feel about food? About eating? (Think about the atmosphere that surrounds him/her while eating.)

3. How much is your baby presently doing on his/her own in the way of eating and drinking?

PARENTMAKING: A Practical Handbook for Teaching Parent Classes About Babies and Toddlers by B. Annye Rothenberg, Ph.D., Sandra L. Hitchcock, Mary Lou S. Harrison, and Melinda S. Graham. Copyright © 1981 by The Banster Press, P.O. Box 7326, Menlo Park, CA 94025.

FEEDING AND NUTRITION (continued)

4. In what ways do you need to help your baby with feeding?

5. Note any concerns you're having about the foods your child eats or his/her eating patterns.

Parent's name ______________________ Date ________ Child's age _____

PARENTMAKING: A Practical Handbook for Teaching Parent Classes About Babies and Toddlers by B. Annye Rothenberg, Ph.D., Sandra L. Hitchcock, Mary Lou S. Harrison, and Melinda S. Graham. Copyright © 1981 by The Banster Press, P.O. Box 7326, Menlo Park, CA 94025.

Practical Suggestions or Strategies for Teaching This Topic

- This topic is almost always one that parents discuss readily, so keeping the discussion moving should not be a problem. It is helpful, however, to pass out the nutrition handouts immediately following the mini-lecture so that you can refer to them throughout the discussion without interrupting its flow.
- Try to deal with specific concerns about weaning from the breast or bottle with a separate discussion following the general one on nutrition. This helps parents focus on each area more completely

---

Mini-lecture and Lead-off Questions for Discussion[1]

Since parents are most often responsible for the meal planning and preparation of foods during their child's early years, there are some overall nutritional guidelines and facts for developing adequate eating patterns that you should know about.

One fact is that Americans eat too much refined sugar—over 100 pounds per year—and too much salt. There is strong evidence that the overconsumption of these two foods can lead to many serious health problems such as obesity and hypertension. It's important, then, to know what we're eating, what's in the food products we buy. If you become a label reader, you'll find that some foods contain not only extra sugar and salt but a number of chemical additives that are controversial; you'll also find that many products are made without extra sugar, salt, or additives. If you're an aware, informed consumer, you can make intelligent decisions about what you do and do not want your family to eat. Your best bet is to use fresh, unprocessed, unrefined foods.

Though you may plan your meals to provide a healthy, balanced, and tasty diet, you will find that your baby's appetite fluctuates from day to day and from meal to meal. Try to trust his judgment about how hungry he is and how much he wants to feed himself. He'll be wanting to do more and more on his own, and eating is part of this. Remember that you're not equally hungry for every meal you sit down to.

As your child becomes more aware of different foods, watch for signs of boredom with the "same old thing," like cereal for breakfast. (Remember he's probably had it every morning for months now.) Try new choices. I'll be handing out a list of appropriate finger foods to try. Experiment a little. Don't be deterred by thinking certain foods are only for certain meals.

You may notice a decrease in your child's appetite—this is normal for children this age. Babies eat the most in the first half of their first year. They gain about two pounds a month during the first three months, and about one pound a month for the second three months. They gain three-quarters to one pound a month from 6 to 12 months. By a year, most babies have tripled their birth weight and are half again their length at birth.[2]

Your baby's rate of growth slows considerably in his second year when he gains on the average about five to six pounds and grows less than five inches. A decrease in appetite seems contradictory because a child's activity level and mobility increase so much during the second year, but it does occur.

Mealtime is often the place where the older baby makes his first "declaration of independence" by refusing food he's always liked or by refusing to be spoon-fed by you any longer. Since this can be unsettling and because this transition time can last a while, let's talk about what you can do to make it easier for both of you. What techniques have you found to cope with your baby's changing patterns and behaviors?

---

[1] Much of the information in this topic has been provided by JoAnn Hattner, R.D., M.P.H., Nutritionist, Pediatrics, Stanford University Medical Center, Stanford, California.

[2] Parents should be referred to their pediatricians for any concerns about their child's weight and length.

Additional Information for Parents

- When a baby won't eat, parents shouldn't panic. Hunger will turn the tide eventually. Children of this age normally show a decrease in appetite; teething can cause a lack of interest in eating as well. Forcing, coaxing, or making an issue of eating usually makes matters worse. If a child becomes aware of parental tension, he may turn meals into "power plays." This can cause real feeding problems for the child.
- Parents should experiment with different attitudes about feeding, as well as different amounts and textures of foods:

Attitudes

— If mealtime is a battleground, the baby will sense it. Parents need to relax and to be aware of the messages they're sending: "Mealtime is pleasant," or "Be quiet and entertain yourself with food."

— Parents should try to be companionable. They should sit down with their child while he eats, not bounce around the kitchen, eager to have him finish so they can clean up.

— If a child is so interested in the social interaction between himself and his parent that he can't be bothered to eat, the parent should try a *little* inattention. Being busy in the vicinity can let a baby know that it's time to eat, not time to play.

— Often a child will allow a parent to help feed him if he's *really* hungry. Parents may be able to figure out when that is. One "good" meal out of every five or six is not an unusual pattern for children this age.

Amounts

— Balanced meals are important. Parents should offer similar amounts of food, for example, one tablespoon, from the different food groups at each meal.

— Sometimes more than a few pieces of food at a time are overwhelming to a child. He may react by sweeping everything off onto the floor or by stuffing every piece into his mouth and choking. Parents can try two or three pieces of food at a time, then add two or three more. Patience is the key.

— If several kinds of food are too much, parents can try one kind of food at a time—a few pieces of fruit, then bread, then cheese, and so on.

— It may be possible to spoon-feed while a baby is manipulating finger food.

Textures

— It is important to introduce lumpy foods to a baby. "Junior" baby foods offer little or no variety of texture, and if a child has no experience with food textures as a baby he may reject all attempts later, which will severely limit his diet.

— Babies with no teeth or just a few can still eat grated foods—raw apples, pears, zucchini, cheeses. Grated pieces are easily handled even before a baby can bite or chew larger pieces of the same foods.

- If a baby is offered food all day long, even tiny amounts, he will never have a chance to get really hungry or become interested in meals. Parents should try to feed their child primarily at mealtimes with a small snack at mid-morning and mid-afternoon. This pattern may produce a better appetite for meals and will help to keep a child from learning poor eating habits.
- If a child's appetite is very small, he should be offered only the highest quality foods. In that way whatever he eats will be sure to be good for him. His liquid intake should also be watched—if he's drinking too much milk or juice, he'll have no room left for food. (At this age, milk—breast or bottle—no longer provides enough nutrition to be the majority of a diet.) At a year a child should be drinking only 16 ounces of milk a day.
- It is going to be messy while a baby learns to feed himself, so parents need to resign themselves to the fact. A large vinyl tablecloth, plastic runner, or beach towel can be placed under and around a child's highchair for easier clean-up and a big bib with pockets can be used.
- During meals, a baby experiences many different types of learning—fine finger dexterity, eye-hand coordination, comparisons of textures, colors, sizes, and shapes of pieces of food—as well as the considerable joys of dropping, throwing, and feeding the dog! Handling food is just as fascinating to a baby as tasting it.

- There are several foods that are *not* suitable for babies this age. These are nuts, seeds, popcorn, large chunks of raw or firm fruits or vegetables, and anything else that could lodge easily in the throat or be inhaled.
- Parents should be familiar with the Heimlich maneuver for dislodging food caught in the throat. The technique is described in Martin Green's *A Sigh of Relief*.
- If a parent cannot dislodge food from her child's throat, she should call the local fire department or emergency number. People trained for this type of emergency will respond quickly.
- When weaning from the breast, parents should consider the following:
  - If weaning occurs long before the first birthday, it is advisable to wean to both bottle and cup. One note of caution: Parents should not get into the habit of leaving a bottle in bed with their child unless it contains only water. Milk or juice that remains in the mouth is extremely damaging to teeth. Also, a child may come to expect a bottle at bedtime and rely on it as a part of going to sleep.
  - Parents should watch for cues in themselves and in their baby that indicate that one or the other is ready for weaning. Prolonging the nursing relationship when mother or child is ready to give it up will only sour what has probably been a lovely experience. This applies particularly to the mother who feels somehow guilty that she wants to stop nursing before her baby seems ready. A parent has just as much right to make the decision to end nursing as the child does. It is important, though, that no tension develops between mother and child because of the decision.
  - When weaning is to occur, it should be done gradually. Mothers can begin by eliminating one feeding, then waiting several days and dropping another feeding. It helps to begin by eliminating the feeding that seems to mean the *least* to the child, usually the mid-day feeding. By gradually reducing the number of feedings, mothers will lessen the physical discomfort they can feel.
  - When a mother is down to nursing only once or twice a day, her baby is no longer dependent on her for adequate nutrition. At that point, nursing becomes more of a social and emotional bond between parent and child than a nutritional need.
- When weaning from the bottle, parents can consider the following:
  - Weaning from the bottle is often thought of as a "socially derived" developmental step—one that is used to denote "maturity." There is no "best" time to wean as far as a child's development is concerned. Each parent must decide the best time for herself and her child.
  - Parents should watch for cues that their child is ready to give up the bottle. They should also watch for signs of their own negativity toward their child's use of a bottle.
  - A young child may refuse to use a cup if it contains milk. Often children act as though a cup is a ludicrous place to find milk (and for them maybe it is) and reject it. If this happens, parents can further their child's use of the cup by offering him fruit juice, or water, or something other than milk. A child can also be given a cup in the bathtub to experiment with.

Handouts

The first section of the handout developed for this topic, "Feeding and Nutrition," suggests a daily meal plan for older babies. The second section lists a number of suitable finger foods for breakfast, lunch, dinner, and snacks. There are also a number of nutrition-related handouts that you may wish to refer to in the other nutrition sections of this book: "Suggested Daily Food Plan for Children 13 Months to Three Years" (p. 282), "Directions for Preparing Infant Foods" (p. 73), "Comparison of Milks" (p. 70), and "Major Nutrients: Their Roles and Sources" (p. 286). Two articles to refer to are "Thumbs, Pacifiers, and 'Loveys': What Every Parent Should Know" (*Redbook*, August 1976), and "Dr. Eden Discusses Teething" (*American Baby*, March 1977).

HANDOUT

FEEDING AND NUTRITION

(7-14 months)

Suggested Daily Meal Plan for Children 7 Months and Older*

Breakfast

Yogurt or cottage cheese and fruit, pancakes, eggs, cereal, French toast, etc.
Formula or milk

Mid-morning

Fruit juice
Whole grain crackers

Noon Meal

Meat, fish, cheese, peanut butter, etc.
Vegetable
Fruit
Formula or milk

Mid-afternoon

Milk or juice and/or finger food (e.g. crackers, cheese, fruit, or vegetable)

Evening Meal

Meat, fish, cheese, etc.
Starch
Fruit
Vegetable
Formula or milk

---

*Reprinted with permission of JoAnn Hattner, R.D., M.P.H., Nutritionist, Pediatrics, Stanford University Medical Center, Stanford, California.

Finger Foods

Breakfast

Cereal—Cheerios

Eggs—soft-boiled or poached, tossed with cubes of buttered toast
  —scrambled semi-firm (with milk to make fluffy)
  —hard-boiled and diced

Bread with yogurt, cottage cheese, peanut butter, etc.

Pancakes or French toast—cut into strips (no syrup)

Fruit breads (heavy, not crumbly) cut into sticks (oatmeal, banana, etc.)

Fruit—melon or orange, sliced or cut into eighths, strawberries (after 9 months), peach, plum, canned fruit (drained and dried to remove syrup and to make less slippery)

Lunch & Dinner

Protein

Chicken or turkey—slivered or diced

Roast beef, etc.—diced

Fish—cooked and flaked
  —canned tuna or salmon (drained)

Chicken livers—steamed (do not overcook)

Hot dogs, link sausage—note the additives

Hamburger—cut into small pieces (ground veal, ground beef, etc.)

Pureed meats—spread on bread to make small sandwiches

Cottage cheese—large curd

Cheese—grated or sliced or sticks
  —casseroles such as macaroni and cheese
  —melted on bread under broiler, cut into quarters

Peanut butter—spread on toast, bread, or crackers

Tofu—cut into pieces

Vegetables

Carrots, peas, green beans, beets, asparagus tips, celery, broccoli, zucchini, cucumber—steamed until tender, not mushy

Potatoes, sweet potatoes, yams—baked or boiled and diced

Cherry tomatoes—cut in half (after 9 months)

Pickles—sweet or dill

Fruits

Apples, pears—grated or very thinly sliced

Avocado—diced

Peaches, pears, nectarines, plums, bananas, grapes, apricots—fresh or canned, peeled and diced.

Starches

Rice (brown or converted)—can be cooked in chicken or beef broth instead of water

Macaroni—different shapes and sizes add interest

Noodles—(whole wheat and vegetable as well as egg)

Beans—baked, lima, kidney, or garbanzo

Potatoes—small pieces

Bread—bread sticks, crackers, zwieback, teething biscuits, etc.

PARENTMAKING: A Practical Handbook for Teaching Parent Classes About Babies and Toddlers by B. Annye Rothenberg, Ph.D., Sandra L. Hitchcock, Mary Lou S. Harrison, and Melinda S. Graham. Copyright © 1981 by The Banster Press, P.O. Box 7326, Menlo Park, CA 94025.

5

COGNITIVE-MOTOR DEVELOPMENT

background/preparation

Goals to Work Toward in Presenting This Topic

The developmental milestones that the older baby achieves in the cognitive and motor areas are fundamental to his exploration of the world around him; they also provide the foundation for later learning. Because of this, these areas of development are of interest to parents. Even though parents recognize developmental milestones (such as walking) as they appear, they may not be familiar with the overall patterns of cognitive and motor growth.

Goals to work toward on this topic are: (1) to provide parents with information concerning cognitive and motor development in the older baby and to make them aware of the importance of the changes; (2) to help parents become aware of the individual differences in growth patterns among older babies.

Typical Parental Interests and Concerns About This Topic

1. My baby only crawled for two weeks before he began to walk. Is there any reason to be concerned that he did not crawl long enough?
2. Our daughter has been side-stepping along the furniture for six weeks now, but she will not walk by herself yet. Is something the matter?
3. Jason puts absolutely everything he finds or or touches into his mouth! Why does he still do this? How can I get him to stop?
4. My baby loves to climb up on things. But getting down is something else again, even when she can easily reach the floor. I'm curious about why there seems to be such a difference to her.
5. What should parents do to help a child learn to walk?
6. Alexa isn't crawling yet and she's 10 months old. Is something wrong?
7. Nicole isn't following the development charts exactly. Why?

Areas of Information You Will Need to Learn About to Teach This Topic

- Motor development in the older baby.
- Cognitive development in the older baby.
- Individual differences in developmental growth patterns.

Family Dynamics—What This Topic Means Psychologically to Parent and Child

Parents often do not realize how small a role they play in their baby's cognitive and motor development. They can interact with their child and provide the environment and experience that will stimulate him, but they cannot override the individual pattern of growth that dictates when his body and mind will be ready to achieve each milestone. This inability to change or hurry developmental stages sometimes leads to impatience, worry, or frustration in those parents who seem to feel that their baby should have achieved a certain stage of growth.

Regardless of his parents' feelings, every baby follows his own particular growth pattern at his own particular pace. (He must follow the pattern because physiologically and neurologically he is unable to do otherwise. If he is not "ready" to walk, for example, he simply cannot do it.) Achieving every developmental milestone is exciting for the older baby since he invests a great deal of time and energy into the mastery of each. He is pleased with this increased control of himself and his environment and is hungry for new experiences and accomplishments.

The second half of the first year is a period of intense work and accomplishment for children and should be one of pride and excitement for their parents. As parents watch their child's body and mind develop, they can support and encourage him, but the real work is up to the baby.

Sample Concern of Parents

Concern	*Critical Issues*
Shelley (13 months) seems slow in learning to walk and I'm a little worried. She has always been a quiet, happy baby.	—Parent's concern about motor development.
She will sit with her toys for what seems like hours, mouthing and fingering and studying each one intently.	—Baby's development of small-motor area and attention span.
But she doesn't like to crawl much and has just now begun to pull herself up to stand.	—Beginning of large-motor achievement.
I guess I really want to know if I should be concerned.	—Parent's need for information.

Key Questions

1. How do you feel about Shelley's ability to play quietly? Does she seem to enjoy herself?
2. What do you think Shelley wants to learn about as she plays with her toys?
3. How much time does she spend on the floor?
4. What kinds of play areas are available for Shelley in your home? Would she have any reason to want to crawl from one area to another?
5. How do *you* play with her?
6. What are you doing to encourage Shelley to move about more?
7. Have you talked to your pediatrician about your concern? Are there other areas of development that Shelley has been concentrating on recently?

For the group

8. As you look at what your baby is doing now, how many areas is she working on at once? (Attempt to get the group to see that babies don't develop equally in all areas at the same time.)

Readings and Other Resources

*Brazelton, T. Berry, *Infants and Mothers* (New York: Dell Publishing Co., Inc., 1972).

*Caplan, Frank, ed., *The First 12 Months of Life* (New York: Grosset & Dunlap, 1973).

Gesell, Arnold, Ilg, Frances, and Ames, Louise, *Infant and Child in the Culture of Today* (New York: Harper & Row, 1974), Chapters 1-4, 10-12.

*Johnson & Johnson Baby Products Co., *The First Wondrous Year* (New York: Macmillan, 1979), pp. 162-176, 193-208, 232-240.

teaching/presentation

Homework

No homework has been developed for this topic.

Practical Suggestions and Strategies for Teaching This Topic

- A discussion of cognitive and motor development is an excellent introduction to the topic "Play and Learning," since it lays the groundwork for understanding the meaning of play for the older baby. The former is generally a short discussion and can lead right into the "play" topic.
- The discussion of this topic is usually straightforward and fact-oriented. As such, it is not an extremely complex topic to teach.

Mini-lecture[1] and Lead-Off Questions for Discussion

Through your lecture, it is hoped that the parents will better understand the overall patterns of cognitive and motor development and recognize where their individual children are within these patterns. It will be helpful if the handout "Cognitive-Motor Development" is distributed as you begin.

Your child's mental and motor development are laying the groundwork for the learning that will characterize his childhood. They are the foundation for and the prelude to the play and learning experiences that will teach him about himself and the world around him. Seen in this light, it is apparent why cognitive and motor achievements are extremely exciting and stimulating for your child and why he invests so much time and energy in them. He uses his cognitive and motor abilities even during the night—he may be driven to waking from sleep to continue practicing his crawling, standing, or walking.

During the first year of life, your child is engrossed in discovering the physical properties of the world around him. He asks, in essence, of each object he encounters, "What is it made of?". He then attempts to answer this question by using the cognitive-motor skills he is currently practicing. In the beginning, many children make their evaluations by using their mouths—everything goes in to be tasted, to be mouthed for texture, shape, and so on. But as they become more mobile and more skilled, children begin to use their eyes and hands for more detailed discovery making. During the second year of life, they're familiar with the textures and properties of objects and they begin to think about what to do with the objects they've discovered.

---

[1] More detailed information can be obtained by reading the resources mentioned in the "Readings and Other Resources" section of this topic.

A child's cognitive, or mental, development during the first year seems to fall into three major areas:

Reasoning ability. **Your child is beginning to be aware of basic cause-and-effect relationships. (If he squeezes a certain toy, there is a noise. If he cries, someone will come to him.) He is also beginning to realize that he does not cause everything that happens in his world; that some things and people operate independently of him and his actions.**

Space orientation. **Your baby is developing an awareness of the space around him and how to work with and within it. His eye-hand coordination is rapidly developing. (A number of examples of this are listed under "Small-Motor Achievements" in your handout.) He is aware of heights and may develop fears in this area. (His awareness may make him cautious of climbing up or down on furniture or the like.) He is beginning to experiment with concepts such as near and far, in and out. He is becoming aware of differences in size and shape. Things look different from various angles and he turns each object so that he can observe it fully. If you hand him his bottle upside down, he will turn it right-side up. He *knows* that is how it is supposed to be.**

Memory. **As memory begins to develop, your child is able to recall events and information that allow him to build on his previous experiences. He is now able to recognize objects that are familiar to him, and that is often why a new toy or plaything is more interesting than an old one. He is also realizing that objects have permanence, that they exist from day to day and don't change even though he comes and goes. His attention span is lengthening little by little. He will become more and more persistent about reaching a goal, and less easily distracted from it.**

Cognitive and motor development are somewhat difficult to isolate from the entirety of your baby's development because they are a fundamental part of its every facet. You can observe how developmental achievements influence your child's play, his language, his social interaction—the whole of his personality as it develops. That's what makes every achievement so exciting for you and your child.

Now that we've had a general overview of the subject, let's discuss the specific questions you have about your baby's development.

During the discussion, it is often helpful to use anecdotes from your own experience to illustrate and clarify points for the group. Sharing examples also serves to emphasize the wide range of individual differences in growth and temperament among normal babies.

Additional Information for Parents

- Parents should not judge their baby's rate of development solely on her large-motor achievements. Small-motor development, attention span, and cognitive development may not seem as dramatic, but are just as important for the child.
- Parents need to keep their baby's temperament in mind. Some babies learn more through observation than they do by trial and error.
- If parents are concerned about their child's cognitive or motor development, they should try to keep some records of what their baby is doing from week to week. Encourage them to look back over these records and to observe their child's progress in all areas. The time to be concerned is when a baby seems to have made *no* gains in any area (motor, language, and so on) over a period of a month or two. Then the baby's doctor should be consulted.

Handouts

The handout, "Cognitive-Motor Development," is best used with the mini-lecture as an overview of the two areas.

HANDOUT

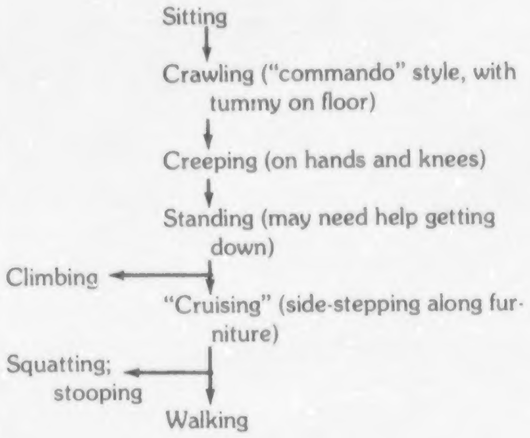
COGNITIVE-MOTOR DEVELOPMENT

(7–14 months)

Small-Motor Achievements

1. Uses thumb and finger like pincers to pick things up.
2. Holds an object in each hand—may bang them together—and may transfer objects from hand to hand.
3. Still uses mouth for exploration, also to hold a third object when both hands are full.
4. Begins to use index finger to point, poke, hook, and pull.
5. Begins to use hands in sequence, one following the other; turns pages of a book (several at a time).

Large-Motor Achievements


Sitting
Crawling ("commando" style, with tummy on floor)
Creeping (on hands and knees)
Standing (may need help getting down)
Climbing
"Cruising" (side-stepping along furniture)
Squatting; stooping
Walking

PARENTMAKING: A Practical Handbook for Teaching Parent Classes About Babies and Toddlers by B. Annye Rothenberg, Ph.D., Sandra L. Hitchcock, Mary Lou S. Harrison, and Melinda S. Graham. Copyright © 1981 by The Banster Press, P.O. Box 7326, Menlo Park, CA 94025.

6

PLAY AND LEARNING

background/preparation

Goals to Work Toward in Presenting This Topic

Play and learning are interwoven in the life of the older baby because play *is* learning for her. Her waking hours are filled with exploration and discovery of herself and the world around her. Most parents recognize the importance of their children's play and want to encourage and stimulate this activity. Because they are eager for information on how to accomplish this, play and learning are included for discussion.

The goals to work toward on this topic are: (1) to help parents become aware of the meaning of play for the older baby; (2) to outline for parents the goals and developmental steps that older babies strive for in their play; (3) to provide a forum for parents to exchange ideas and information about all aspects of their children's play; (4) to help parents explore their roles in their child's play and learning.

Typical Parental Interests and Concerns About This Topic

1. Eileen seems content to play by herself most of the time and I worry that I'm not playing with her enough. How much time should a parent spend playing with her child?
2. My son refuses to play by himself. It almost seems like he expects me to entertain him! How can I get him to spend more time playing independently?
3. What kinds of toys are appropriate for babies this age?
4. Joanne acts bored with all her toys right now. We can't afford to keep buying new ones all the time. What can we do?
5. I'd like Gregory to play with things that are interesting, stimulating, and safe for him to have. Can you give me some guidelines to go by?
6. What about playing outdoors? What can a baby this age do outside?
7. What toys can I make?

Areas of Information You Will Need to Learn About to Teach This Topic

- Significance of play for the older baby.
- Types of play and playthings appropriate for older babies.
- The parent's roles in child's play and learning.

Family Dynamics—What This Topic Means Psychologically to Parent and Child

Parents often think of play in an entirely different way than their child does—they don't see the purpose of what their child is doing in his play, don't feel he plays enough by himself, and don't feel he uses his toys in the way they were intended (by the manufacturer). This can lead them to put pressure on their child to modify what he plays with and the ways in which he plays.

Parents often feel, too, that their child should be "learning" while he plays, but they sometimes only think of learning in the adult sense of the word. They don't understand that the explorations babies make during their play are teaching them many things and will help them to "learn" later on.

From the baby's point of view, play is his doorway to the world. He uses every experience to add to his growing store of information about himself and his environment. He experiments with pushing and poking things, squashes and throws his food, watches his parents and begins to imitate their actions. The older baby's focus is on the physical properties of his world, discovering what objects are made of. His marvelous curiosity and his obvious joy in each new discovery seem to make every day a new opportunity for him.

Babies encounter play-related problems primarily in the nature of their play environment and in their parents' attitudes and expectations for their play. If the play environment is not relatively free of hazards, a baby will receive such frequent discipline that he'll learn that it's not a good idea to explore. He can also receive negative messages if he is not playing as long as his parents feel he should or he does not play in the ways they expect him to.

Where play and learning are concerned, parents do well to follow their child's lead and allow themselves to be caught up in his exploration of the world. Looking at the world through a child's eyes can bring parents a heightened awareness and rekindle a sense of wonder that is all the more satisfying because it is shared.

Sample Concern of Parents

Concern	*Critical Issues*
Bruce (10 months) doesn't seem very interested in playing with his own toys, even the really good educational ones. But he will sit for almost an hour on the kitchen floor with pots and pans all around him. When we're in the car, he insists loudly on having *my* car keys, even though he has a set of brightly colored ones of his own. I really don't mind his playing with things from around the house (except for my keys) but I wonder why he isn't more interested in the toys specifically made for children his age.	—Baby's preference for "real" playthings. —Beginning of imitative behavior and, again, preference for the real. —Parent's need for information.

Key Questions

1. Why do you suppose *your* keys are so much more fascinating to Bruce than his own?
2. What is your definition of play? How do you think this differs from the way Bruce looks at it?

For the group

3. Why do you think Bruce enjoys the pots and pans so much?
4. What can we learn about play from Bruce as far as what's important to a child this age?

Readings and Other Resources

Berends, Polly, *Whole Child, Whole Parent* (New York: Harper's Magazine Press, 1975), pp. 64-82.

Boston Children's Medical Center and Gregg, Elizabeth M., *What to Do When There's Nothing to Do* (New York: Dell Publishing Co., Inc., 1968), Chapters 2 and 3.

Brazelton, T. Berry, *Doctor and Child* (New York: Delacorte Press/Seymour Lawrence, 1976), Chapter 5.

Burck, Frances Wells, *Babysense* (New York: St. Martin's Press, 1979), Chapter 22.

Caplan, Frank and Caplan, Theresa, *The Power of Play* (Garden City, N.Y.: Anchor Books, 1974).

*Early, George H. et al., *Growing Child* (Lafayette, Ind.: Dunn & Hargitt, 1980 [updated annually]), 7 to 14-month issues.

Gordon, Ira J., *Baby Learning Through Baby Play* (New York: St. Martin's Press, 1970), Chapters 2 and 3.

*Gregg, Elizabeth and Knotts, Judith, *Growing Wisdom, Growing Wonder* (New York: Macmillan, 1980).

*Johnson & Johnson Baby Products Co., *The First Wondrous Year* (New York: Macmillan, 1979), pp. 289-344, 380-404.

Leach, Penelope, *Your Baby and Child* (Westminster, Md.: Alfred A. Knopf, 1978), pp. 267-273.

Streepy, Sandra, *Your Child From Birth to 2 Years* (Larchmont, N.Y.: Fountain Publishing Co., Inc., 1971), Chapters 3-5.

Sutton-Smith, Brian and Sutton-Smith, Shirley, *How to Play With Your Children* (New York: Hawthorn Books, Inc., 1974), Chapters 3-5.

teaching/presentation

Homework

The homework for this topic helps parents gain insight into their babies' play and learn more about its meaning for them. Questions 2 and 3 focus on differences in the ways parents play with children.

Practical Suggestions and Strategies for Teaching This Topic

- You will need to be prepared to handle the discussion of this topic in a number of ways, since groups differ widely in their approach to it. Some group approaches to play and learning are:

Learning-oriented. Parents with this orientation want to know how children learn and want to find out what they can do to provide stimulation and learning experiences for their babies. There will be questions about educational toys, books, and activities. Parents will need help to broaden their definition of play and learning, and will need to become aware of other parental roles in play besides "teacher." Learning-oriented parents should be shown how *all* play is really learning for their child.

Toy- and environment-oriented. This group of parents likes to focus on the details of play—what their babies play with and where they play. Here again, you will need to help them broaden their definition to include the deeper significance of play for children. You should also try to show them that they can provide a variety of experiences as well as toys and playthings for their babies.

Role-oriented. Parents with this approach to the topic are concerned with *how* to play with their children. Their questions generally center around how much time should be spent playing with their babies and what their roles should be ("teacher," "entertainer," "playmate," and so on). This group is usually receptive to a combination of information described in the two preceding approaches.

- It will be helpful if you develop a list of toy alternatives to suggest (for example, metal keys from the hardware store, small pots and pans, and so on). All playthings should of course be safe and preferably inexpensive.

HOMEWORK

PLAY AND LEARNING

(7–14 months)

1. What seem to be your baby's favorite playthings right now?

   Why do you think he/she enjoys them so much?

2. How does your spouse's way of playing with your baby differ from yours?

   How does your baby handle these differences?

3. What aspects of your child's play or your play with him/her are not going as smoothly as you had hoped?

Parent's name ______________________ Date ________ Child's age ______

PARENTMAKING: A Practical Handbook for Teaching Parent Classes About Babies and Toddlers by B. Annye Rothenberg, Ph.D., Sandra L. Hitchcock, Mary Lou S. Harrison, and Melinda S. Graham. Copyright © 1981 by The Banster Press, P.O. Box 7326, Menlo Park, CA 94025.

- Many groups seem to enjoy sharing with each other their baby's favorite toys and activities. You might consider asking them to bring things from home to show to the group; this could provide a wealth of new ideas for you and the other parents.
- It is helpful to list parents' questions on the chalkboard and group them by category. They can then be discussed as broad, theory-based questions (parent orientation) or as practical questions (actual toys and activities).

Mini-lecture and Lead-off Questions for Discussion

It is usually most productive (in terms of the discussion) to first talk with the group about the significance of play for the older baby. This helps the parents recognize that it is the child who is the central focus of the topic.

Play is vital to a child's total growth. In play he practices his skills and develops his theories about the world; he investigates and experiments; he gains control and, eventually, mastery of himself and parts of his world; he learns about success and failure; about what he is good at and what he is interested in; he imitates behavior, preparing himself to be a part of our society; he begins to be creative and develops his own unique and individual style.

As a child grows, his intellectual and motor development occur together. There's a direct relationship between what a baby knows and what he can do. As he learns to sit and crawl, he becomes aware of how to use his new skill to explore the world around him. The learning process is fun, and enjoyment comes not only from the activity itself but from its results—his increased ability to handle the world.

There are three kinds of skills that are very much related to play and are necessary for successful learning, independent behavior, and effective communication with people. These are:

Cognitive Skills

- **attention skills such as persistence, curiosity, and exploration;**
- **perceptual skills, including the ability to notice discrepancies and to learn from observation;**
- **conceptual skills such as anticipating consequences, taking the perspective of another person, planning and carrying out activities, developing strategies for problem solving, and acquiring basic knowledge.**

Behavioral Skills

- **motor skills such as manipulation of objects and control of body position.**
- **control skills, including the ability to carry out instructions and to inhibit impulsive behavior;**
- **self-care skills such as toileting and eating in a regular manner.**

Social Skills

- **being able to understand and use language;**
- **being able to use adults as resources by getting their attention and asking for their help when necessary;**
- **developing personal skills such as feelings of self-worth and independence, the ability to express feelings, being able to feel and express warmth, be flexible, and to cooperate with others.**

This summary of the specific abilities babies are working on in their play is actually the summary of the same abilities we all work on during our entire lives. Babies don't complete this learning through their play but rather begin their life-long path of learning.

You may be wondering how you can connect your daily routine, your enjoyment of your baby, and his toys to this large goal of continuous learning. You may be wondering, as I did, how to know just what a child needs. Here are a few suggestions:

- **Be aware of the stages of development to know the direction in which your baby is heading; knowing the general pattern is more important than expecting the baby to achieve certain skills by a certain age. If you know where your baby is heading, you can provide opportunities for her to discover for herself the physical properties of objects and the logical relationships among them.**
- **Watch your baby's signals about what he's trying to do. By reading the signals, you can figure out what the child is ready for next.**

The cues are fascinating and become easier to read as the child gets older.

- **Watch the balance of your child's day to see that she has time with you and other people, time alone, time inside and time outside, time for resting and time for play.**
- **Remember that love, learning, and play are all related, and that interaction between parent and child is more important than a specific toy or skill. When a parent shows her enjoyment of an activity her child is involved in, her message encourages her baby's confidence and self-esteem. In turn, self-esteem positively influences a child's skill development.**

Can any of you tell us about techniques you use to connect your developmental goals for your child to his daily activities? Do you have any theories about play and learning that influence your day-to-day parenting?

As the discussion moves on, try to keep it focused on the child and the parents, rather than on the details of play, such as specific toys. (If you have asked parents to bring things to share, ask them to talk about them after the general discussion of the topic.) Listing and grouping parents' questions before the discussion (see Practical Suggestions and Strategies for Teaching This Topic) can prevent the discussion from becoming bogged down in minor details. As various aspects of play and learning are brought up, you can distribute the handout for this topic.

Additional Information for Parents

Types of Play and Playthings

- Some parents may have already noticed that their babies often prefer "real" objects to toys. This is the beginning of imitative behavior—children want to use what parents use. There are a lot of creative alternatives to store-bought toys that are available in the home as well as in the houseware and hardware sections of stores; these are usually less expensive than commercial toys. Parents can fill a cupboard or drawer with *safe* kitchen utensils and let their child know that they are his.
- Encourage parents to keep their child's play area relatively uncluttered. A jumble of toys is confusing to a baby, not to mention the hazards of walking through it all.
- Parents should try to offer a wide variety of experiences to their baby. Children are extremely curious at this age and a good range of activities—water play, enclosed spaces or boxes to crawl into, opportunities to climb—can be fun for parent and child.
- Many parents tend to have a rather restricted definition of play. This is often because they have forgotten or misplaced their child-like sense of wonder at the world and all its marvels, and tend to concern themselves in the extreme with the more obvious trappings of play. By concentrating on toys and play environment, parents can overlook the wealth of experiences and playthings their home and daily life have to offer.

Parents' Roles in Play

- Parents should take their cues from their child and his interests. A child should set the tone and the pace of play and the parent should then play *with* him.
- Older babies don't usually respond well to directive "teaching" from their parents. They seem to sense that parental involvement is very intense and they refuse to "perform"; for example, they won't wave "bye-bye" on command until the other person is out of sight. If parents find themselves tense and insistent that their baby "learn" something, it's time for them to back off and examine why they feel that way. Parents need to remember that they "teach" their child all the time in the sense that they are models for him.
- If a baby insists that her parents entertain her constantly, she needs encouragement (and a little less involvement) from them to play more independently. Parents may have to be "very busy" in the vicinity, and tell their child that they'll play with her in a little while. It is useful to determine the time of day when such an attempt would be most successful. Often babies are more rested in the morning and a small amount of independent play can be fostered then. Babies may object at first, but if parents stick with it, the children will get the idea.

Handouts

The four sections of this handout, Developmental Goals in Play, Considerations When Selecting Toys, Types of Play, and Play Guidelines, cover various aspects of play and learning.

You may also wish to refer parents to "A Good Beginning" by Barbara S. Lewis. This provides a month-by-month description of skills and toys to make for babies during their first year. (Copies may be ordered from "A Good Beginning," 1021 Keith Ave., Berkeley, Ca. 94708; 1 to 9 copies are $2 each, 10 or more copies $1.50 each, plus postage.)

HANDOUT

PLAY AND LEARNING

(7–14 months)

Developmental Goals in Play

1. banging
2. poking
3. twisting things (knobs, dials)
4. pushing and pulling things
5. crawling under things
6. getting into things
7. opening and shutting doors
8. pulling drawers in and out
9. getting in and out of things
10. climbing
11. squeezing things (water out of sponges)
12. dropping objects from heights

---

*From Sutton-Smith, Brian and Sutton-Smith, Shirley, *How to Play With Your Children* (New York: Hawthorn Books, Inc., 1974), p. 53.

Considerations When Selecting Toys

SAFETY—Read the label and instructions. Pay particular attention to parts or pieces that could be inhaled or swallowed. Also remove plastic wrappings, staples, pins, etc., before allowing your child to play with the toy.

DURABILITY—Can the toy stand up to banging, dropping, poking, pulling, etc.? Can it be washed or easily cleaned in some way.?

SENSORY APPEAL—Consider how the toy will stimulate your child. (Is it colorful? Does it move? Does it make noise? Can it be "mouthed"? Does it offer a variety of textures for touching?)

AGE RANGE—Will the toy "grow" with your child? Does it appeal only to his current interests and skills or does it also stimulate and encourage him to try new combinations of skills? (The midpoint of an age range listed on a toy box is often the most appropriate age for that toy.) Will the toy be fun for other reasons as your child grows older?

INDEPENDENT PLAY—Consider whether your child can use the toy by himself. Toys that your child can work and play with independently are more satisfactory for him (and for you) in the long run than toys that require your intervention and assistance.

VARIETY—Try to provide different kinds of toys that will give your child a wide range of experience. Consider also your child's temperament and whether he will respond to the experiences the toy will offer.

"REAL" TOYS—Many of the best playthings can be found in the kitchen or other rooms in the home. The housewares and hardware departments of discount and hardware stores are excellent places to find a wide variety of relatively inexpensive "real" toys. These are very appealing to children and help to encourage the development of imitative play.

Types of Play

Large motor (moving around)

rolling around
crawling
standing up and walking around furniture

PARENTMAKING: A Practical Handbook for Teaching Parent Classes About Babies and Toddlers by B. Annye Rothenberg, Ph.D., Sandra L. Hitchcock, Mary Lou S. Harrison, and Melinda S. Graham. Copyright © 1981 by The Banster Press, P.O. Box 7326, Menlo Park, CA 94025.

PLAY AND LEARNING (continued)

pushing things—furniture, Tykebikes
climbing
walking on own
pulling things—pull toys
running
jumping—Wonder Horse

Fine motor

mouthing, chewing, teething
banging, waving things around—metal cup, pie tins, wooden spoons, Band-aid box, keys
squeezing, poking, feeling, manipulating
dumping things out of containers—boxes inside boxes
turning pages of books, etc., tearing things
nesting—cans, pots
throwing—ball
opening and shutting doors, drawers
dropping things
stacking
push toys—cars, little trucks

Interactional games

Peek-a-boo; Hide 'n Seek
chasing
reading—books
talking
singing/nursery rhymes

Messy play

sand
water: bath toys, sponge, washcloth, floating toys, ball, cups, plastic bottles
dirt

Surprise toys

Imitation—social play

large cardboard boxes

Dance/music

Play Guidelines

Exploring. Young children need a chance to do a lot of exploring. They learn the basic properties of many objects during their first year of exploration and they want to know how to use all these things during their toddler year.

Toys. Too many toys to choose from and a big jumble of toys can be very confusing for a child and decrease his attention span; too many things that are difficult to play with can be frustrating; "non-toys" are often more appealing than toys; toys should be rotated (some put away for a while) and moved to different play areas from time to time to keep things interesting. (You can borrow toys from friends and loan them some of yours.)

Learning. Help a child develop his attention span by letting him play as long as he's interested in something. Expect and encourage him to solve as many problems as he can for himself. (Some frustration is necessary for learning, so when you help, try to help only part-way sometimes and do your part slowly so the child can learn from what you're doing.) When you use his toys, don't always do everything fast and "right." Children enjoy seeing grown-ups make mistakes once in a while. Show your child some ways to use materials but, of course, he'll use materials in his own way much of the time. Use your sense of humor to help develop his.

Balance. Remember to think about your whole day—have you both had enough change of scenery for that day? Have you and your child had some balance in your day's activities—has he had time to be indoors and outdoors, time for energetic play and relaxing play (like baths), time to play by himself, with you, and near other children?

7

LANGUAGE DEVELOPMENT

background/preparation

Goals to Work Toward in Presenting This Topic

The emergence of expressive speech is a major, exciting milestone that is reached around the end of a baby's first year. Once language occurs, its development moves predictably from one step to the next in normal babies; the timing of these steps, however, is highly variable since every child moves through the developmental pattern at his own pace. Most parents generally have great interest in the topic of language development.

Goals to work toward on this topic are: (1) to provide parents with detailed information on language development in older babies; (2) to help parents become aware of the influence they have on their baby's developing speech; (3) to give parents a variety of techniques they may use to encourage and stimulate language development.

Typical Parental Interests and Concerns About This Topic

1. When should a baby say her first word?
2. How can I help Marsha learn good speech habits?
3. How do I stimulate Daniel's language development?
4. How can I judge whether my baby's language development is normal?
5. Is there anything wrong with "baby talk" or nicknames?
6. This may sound funny, but what's the best way to talk to Sam to help him learn what words mean?
7. I'm a fairly quiet person. Will my baby learn language more slowly than the baby of a mother who talks more? Should I try to talk more?

Areas of Information You Will Need to Learn About to Teach This Topic

Language development in older babies.
— Stages of development.
— Individual differences in development.
Parents' roles in language development.
— "Modeling."
— Stimulation.
— Interpretation and encouragement.

Family Dynamics—What This Topic Means Psychologically to Parent and Child

It is a great thrill for parents when their baby begins to use language. (Along with the ability to walk, the ability to speak signifies for many parents the transition of their child from baby to toddler.) But along with the excitement, many parents may experience frustration because the child's speech is not clear and they have difficulty interpreting it. These problems disappear, however, as the baby's language ability and vocabulary increase.

The baby, too, may experience some frustration as he tries to make himself understood. But with the reinforcement of his parents' attention and the models of their everyday speech in the home, these frustrations are transitory. Babies can become quite pleased with their new words (and their parents' pleasure in them) and with the reactions they bring about.

For both parent and child, language development usually produces feelings of pride and excitement as it adds a new dimension to the family's relationships. The emergence and progression of speech usually provide much satisfaction and parents' concerns are generally few.

Sample Concern of Parents

Concern	*Critical Issues*
When should a baby say his first word? I'm a little concerned that Chip (12 months) isn't talking yet. He makes a lot of noises and babbles to himself, but there aren't any "real" words.	—Parent's need for information about normal language development.
When he wants something, he says, "Uh, uh, uh" and looks in the general direction of whatever it is.	—Baby's attempt to "talk."
It's like a guessing game, but when I can't figure out what he wants, he cries.	—Baby's frustration.
It is really frustrating because we're both trying so hard.	—Parent's frustration.
What can I do to help him hurry up and talk?	—Parent's need for ways to encourage and stimulate speech.

Key Questions

1. What kinds of noises is Chip practicing?
2. When does he vocalize most during the day?
3. What kinds of vocal interactions with Chip are satisfying to you? Does he also seem to enjoy these times?
4. How do you deal with your own frustrations about language?

For the group

5. How do you respond to your children when they are trying to tell you what they want?

Readings and Other Resources

Brazelton, T. Berry, *Infants and Mothers* (New York: Dell Publishing Co., Inc., 1972).

Caplan, Frank, ed., *The First 12 Months of Life* (New York: Grosset & Dunlap, 1973).

Early, George H. et al., *Growing Child* (Lafayette, Ind.: Dunn & Hargitt, 1980 [updated annually]), 7 to 14-month issues.

Leach, Penelope, *Your Baby and Child* (Westminster, Md.: Alfred A. Knopf, 1978), pp. 260-266.

*Pushaw, David, *Teach Your Child to Talk: A Parent Handbook* (Fairfield, N.J.: CEBCO/Standard Publishing, 1976), pp. 54-77.

A local speech and language specialist can also be a resource for further information.

teaching/presentation

Homework

The homework assignment for this topic helps parents focus not only on specific sounds their child makes, but also on the ways they already stimulate language and on what the baby already understands even though he can't yet verbalize.

Practical Suggestions and Strategies for Teaching This Topic

- Since language development is a complex physiological and neurological process, there may be questions from group members that you are not able to answer. A local speech therapist or other language-related professional can probably provide explanations and answers for you to take to the group.
- The discussion of language development generally does not require a full class period and does not involve complex emotional concerns. Because of this, you will probably encounter more questions and fewer issues to problem solve. However, you should be prepared with an outline of issues you want to raise in case the group does not bring them up.

Mini-lecture and Lead-off Questions for Discussion

It will help the parents to follow the typical pattern of language development if you distribute the handout "Normal Speech and Language Development" at the beginning of the discussion.

The emergence of language in your child is tremendously exciting. It is the first verbal indication of the interests your child has, and it gives you a view of what's going on inside him. It is also a producer of change in your relationship with your child. No longer will you be just speaking *to* him—now you will be speaking *with* him. The first time your child actually answers a question you ask him can be truly startling, and may suddenly make you feel that your son or daughter is no longer a baby, but is a child.

You may find, however, that language may cause frustration. Your child may find it hard to express himself. You may not be able to understand him. When this happens, perhaps the most important thing you can do is to talk to your baby. Label everything around him. And let him know that you're trying to understand him. Encourage and praise his efforts. When you cannot understand, help him to show you physically what he wants. Have him point to the object. Tell him, "Show me." This kind of positive reinforcement will give him the drive to keep on trying to communicate verbally and will show him how much you value him as a person.

The handout I've distributed to you describes the various developmental stages of speech. As you raise the questions you have about your child's language and your communication with him, let's refer to the handout.

As the discussion moves on, show the parents the sections of the handout that are most helpful. They will then be able to review the material later.

Additional Information for Parents[1]

- Parents should be encouraged to label things for their baby and to talk about what she's doing. They should also tell her what they're doing and how they're feeling. When they're upset because they cannot understand their child, they should

---

[1] This section notes the major points that are covered in the handout "Normal Speech and Language Development." You will most likely wish to expand on them.

HOMEWORK

LANGUAGE DEVELOPMENT

(7–14 months)

Try to notice different patterns of sound that your baby makes during the day. Then answer these questions.

1. What sounds does your child have that you don't have in your language?

2. What does it seem like your child is doing when he/she is making sounds?

3. Do you involve yourself with your child when he/she is practicing sounds?

How?

PARENTMAKING: A Practical Handbook for Teaching Parent Classes About Babies and Toddlers by B. Annye Rothenberg, Ph.D., Sandra L. Hitchcock, Mary Lou S. Harrison, and Melinda S. Graham. Copyright © 1981 by The Banster Press, P.O. Box 7326, Menlo Park, CA 94025.

4. Do you give your child any clues besides your words that help him/her understand what you're saying? What are these clues?

5. How do you know when your child understands what you say?

Parent's name ______________________ Date __________ Child's age ______

PARENTMAKING: A Practical Handbook for Teaching Parent Classes About Babies and Toddlers by B. Annye Rothenberg, Ph.D., Sandra L. Hitchcock, Mary Lou S. Harrison, and Melinda S. Graham. Copyright © 1981 by The Banster Press, P.O. Box 7326, Menlo Park, CA 94025.

tell her. This will help the child begin to comprehend intangibles as well as physically concrete objects.

- Most children's first meaningful words come between 9 and 18 months, and by 15 months most children have a vocabulary of several words. As a group, girls usually talk one or two months before boys. Current research also shows that girls have a larger vocabulary than boys until the middle school years. If a child has no words by the age of two, parents should be concerned and seek professional help.
- Anticipating a child's needs too quickly and too often can actually retard her speech development. If needs are immediately met, the child will have no reason to speak. It's important to try to strike a balance between responding too quickly and not quickly enough.
- A child's speech patterns will be like his parents' because that is what he hears. He will also copy his parents' intonations and gestures, accompanying a "no" with finger-shaking or saying "OK" for "yes."
- A baby may use "mmm" sounds or say "mama" to register complaints or needs and "d" sounds or "dada" for playtime. The associations may reflect parental roles.
- "Baby talk" is counterproductive for a child because it is like a private language between parent and baby. If the parent is away, the child may have real problems communicating with others. This puts him at a disadvantage. Knowing this, however, does not mean that a parent should never make silly sounds or use endearments. It does mean they should try not to reinforce wrong pronunciations of words by repeating them and smiling or laughing. "Baby talk" names and "cute" nicknames should not be encouraged—to the exclusion of the child's given name—because nicknames have a way of sticking.
- Babies understand many things that people say around them quite awhile before they can actually verbalize and participate in a conversation. Parents should be encouraged, therefore, to avoid talking about their child as though he weren't there when he is.
- Current research shows no correlation between a child's early speech (how early or late his first word emerges or how rich his vocabulary) and later intelligence.
- The babbling and sounds a baby makes are practice for expressive speech. Babies should be provided with some quiet time for experimenting with language.
- It is important to encourage a baby's attempts to use words to communicate. When a child is unable to express a word, parents can pick him up and help him point to the object he wants, saying, "Is it the *cup*? Is it the *ball*? Is it the *cookie*?

Handouts

There is one handout developed for this topic. The first section on "Normal Speech and Language Development" is an overview of language development in the older baby, and should be used during the discussion. The second section on "Suggested Activities for Language Growth" provides parents with excellent ideas for stimulating and encouraging language growth and development. You may also wish to refer to the section on finger plays in *Teach Your Child to Talk* (pp. 225-231). There, both words and hand motions for singing games and rhymes are provided.

HANDOUT

LANGUAGE*

(7–14 months)

Normal Speech and Language Development

There are two important principles to keep in mind as your baby's speech begins to develop:

1. Speech development is an orderly process with milestones following each other in a logical and predictable sequence.
2. The timing of each of the steps in the sequence will vary from child to child.

6-12 months

As your baby approaches six months of age, you will hear him repeating syllables. He will say a consonant-vowel sound and then repeat it—"ba, ba, ba, ba, ba" or "me, me, me, me, me." This is called babbling. Through these "pre-words" your baby explores the world of sound and increases the efficiency of his tongue, lips, and throat muscles. Babbling is enjoyable for babies and is practiced primarily for their own satisfaction; it occurs only when they are happy and contented. It's important to give your baby a chance to practice his sound play. If you hear him babbling away in his crib after a nap or while he's playing alone, let him continue until he tires of it. He needs time to practice sound making alone as well as time to imitate and interact verbally with others.

Babies seem to enjoy both feeling and listening to what happens when they make repeated sounds. This is good. They need to associate a sound they make with the feeling for it if they are going to remember how to make it again.

As they vocalize, babies gradually become aware that they have the power to attract attention to themselves with their sounds. They already know that crying will bring someone to care for them. And now they discover that babbling often brings a delighted response from those around them. This is a strong incentive to babble more and more.

Babbling changes when a baby reaches approximately eight months of age. You will notice at that time an increase in the variety of syllables your child says as well as a broadening of the inflections he uses. He will sound as if he's making a statement, giving a command, or asking a question. Shouting, coughing, hissing, and tongue clicking may appear about this time, too. He is also likely to try to imitate your gestures and facial expressions as well as the sounds you make. He will begin to respond to familiar sounds such as his name or the ring of the telephone by turning toward them.

The change in babbling is important because it means that your baby is close to saying his first meaningful word. Not only is he saying more, but he is understanding more. An eight-month-old baby will understand what you say by how you say it. He will react by being interested, afraid, or happy. He is in the process of learning what words mean by identifying them within the context of a whole situation, that is, by your tone of voice, inflection, gestures, your "body English."

Don't be puzzled if your baby temporarily loses interest in babbling or imitation at some point. He is probably getting ready to learn something else, perhaps to crawl, stand, or walk. Since he can concentrate on only one thing at a time, the babbling takes a "back seat." When your baby is ready, you will find he'll return to babbling again.

When your baby babbles something to you, "babble" the same thing back to him. If you say something like "Ma-ma" and he repeats it, then you can consider this as another sign that he is getting close to saying his first meaningful word.

Your baby understands words and phrases before he can say them with any meaning. He will respond to some words with gestures to show his

---

*Adapted from *Teach Your Child to Talk* by David Pushaw (Fairfield, N.J.: CEBCO/Standard Publishing, 1976).

understanding. For example, he may clap his hands when he hears you say, "Pat-a-cake."

Around his first birthday, your child should be able to follow one simple direction at a time. This direction might be, "Come here," "Get down," or "Open your mouth." He may also understand "No," "Bye-bye," "That's mine," "Where's your coat?" He will best understand the words you use most. He should now be more aware that sounds make up words. He will gradually associate the words you say with the correct object, feeling, or activity they represent.

Children normally say their first meaningful word somewhere between nine months and a year and a half. It's quite difficult to pinpoint exactly when it happens. The timing is probably more important to you, as a parent, than to your child because of your delight and pride and the reinforcement you give your baby. Reward your baby's efforts to use a word meaningfully. Be sure to show your enthusiasm. He should be made to feel extremely proud of his first words. Give him a smile or a hug to show him how happy you are. If his attempts to talk are not appreciated, he will not try very hard to learn new words. Baby's first words usually are those that are easy to hear and make, for example, caca, ball, wawa, etc. ("er" is not in the vocabulary of a young child—thus *wawa*, not *water*). When a baby first begins to use "Mama" and "Dada," it is interesting to note that "Dada" usually refers to the adult present (whether it's mother or father) but "Mama" is used to register a complaint or a request.

The time when your baby begins to use meaningful words is the time for you to stop imitating exactly what he says (if it's not a real word) and begin to supply him with the correct word. For example, if he says, "Aw gaw," you should not repeat what he says. Say instead, "All gone."

When your baby says one of his first words, remember he is trying to tell you a complete thought. If he says "Go," for example, he may mean, "Where did Daddy go?" or "I want to ride in the car" or any number of other things.

Help your child to combine gestures with his single words if you don't understand him. His first words will normally be one-word puzzles to be figured out, but lack of precision in speech is not something to be concerned about at this stage. Most children are 3 or 4 before their sounds become precise and articulate. This is because speech is learned, not automatic. It takes a lot of practice before all the tiny muscles in a child's mouth, lips, and tongue work together perfectly.

12-18 months

Your child will explore his world more and more as he learns to climb and walk. When he begins to stand up and move around, he will see things he has never seen before. He will be eager to investigate and learn the names for everything. Although a child of this age probably says some meaningful words, he needs his parents' help to learn more.

Give him a new word (or short phrase, if it applies) every time he experiences a new feeling (for example, the first time he gets the hiccups); discovers a new object (such as the toilet bowl); or when he is puzzled about something (such as how a toy works). Saying simple words or phrases at the time your child needs them will make the learning experience a stronger one for him.

Your child may need to hear things again and again before he tries to imitate them. This is normal and should be expected. You will probably grow tired of repeating words to him long before he gets tired of listening, but he needs to keep hearing them. Then, suddenly, he may begin to repeat many of the things you say. This is not a sign that he no longer needs you to help him learn to talk. Interest in imitation is only a normal stage of speech and language development and gives a child practice in making speech sounds. Imitating, however, teaches very little or nothing about what words mean or how to use them.

As your child approaches 18 months, he should be able to say the name of several common objects. His pronunciation won't be perfect, but it will be close. He might say *baw* for *ball*, *poon* for *spoon*, *tup* for *cup*.

Your year-old child will scream, shake his crib, or do anything else he can to get your attention.

He is not trying to be naughty during this stage, but his limitations in expressing himself often create much frustration. Fortunately this problem improves at around 18 months.

Suggested Activities for Language Growth

7-12 months

Your Talking. Try to use short words and phrases when you talk to a baby this age. Use gestures along with words to help him better understand what the words mean. For example, say, "Bye-bye" and wave your hand; say, "Come" and hold out your hands to him as you pick him up; or say, "No, no" and shake your finger.

Your six- to twelve-month-old baby is not able to repeat every sound you make. After all, he's just getting started. Give him time to respond, but don't pressure him to do so. Wait several seconds for him to "talk." It sometimes takes a baby this age quite a while to get things going.

Listening. Help your baby learn to listen. Playing music for him is one way to begin.

Imitation Games. You will notice that at this age your baby is becoming interested in imitating you. For example, he may enjoy imitating your tongue movements, rolling a ball back and forth, clapping hands, or playing "Peek-a-boo." Try the following rhymes and gestures and see if he shows interest in imitating you.

This little pig went to market, This little pig stayed home, This little pig had roast beef, This little pig had none, This little pig cried, "Wee, wee, Wee, wee!" all the way home.	Have your baby point to his toes as you point to them, one by one.
Pat-a-cake, pat-a-cake, baker's man, Bake me a cake as fast as you can. Pat it and prick it and mark it with "B" And put it in the oven for baby and me.	Encourage him to imitate the hand clapping and pat-a-caking.
"How big are you?" "So-o-o big!"	Say, "How big are you?" and then help your child answer by saying, "So-o-o big!" as you raise his hands above his head. He should learn that when you say, "How big are you?" he's to raise his hands above his head.

A baby this age will use repeated syllables and a variety of voice gestures. Before he's using meaningful words, be sure to copy what he says just as he says it. After he begins to use meaningful words, provide him with the correct model. Don't forget to imitate the tone and mood of his talking, too.

Reading. Show books and magazines to your baby. Let him have a cloth book of his own. Colorful pictures and a few words from you will interest him for short periods of time, though perhaps not longer than two minutes. That's fine; two minutes of looking and listening are worth 20 minutes of squirming and not listening. Don't force your baby to pay attention.

Your Baby's Name. Teach your baby his name by saying it often for him. Use the name you want him to be called when he grows up. Don't call him "Junior" unless you want him to be "Junior" when he's 39. It is often difficult to drop nicknames.

A Baby's First Words. Your baby will probably say his first meaningful words somewhere between 9 and 18 months. They may be *bye-bye, baw* (ball), *no, mama, hi, mine,* or *go.* Use the words when you talk to your baby and repeat them slowly over and over. Give him time to answer you. Remember to add a gesture whenever possible. Even though we recommend that you use gestures when talking to your baby, be careful not to respond to his gestures too quickly. Try to convince him that talking is a better way to communicate.

If he doesn't say a word right, don't correct or criticize his speech. Simply use the word again, pronouncing it correctly as a model for him to copy. Eventually he will use words correctly if you show him each time what you expect him to say.

12-18 months

Good Teacher. You are the model for your child's speech. Therefore, it is important that you speak very clearly, slowly, and simply. If you want to understand a little better what it's like to learn to speak, imagine yourself listening to a foreign language. At first, you would try to understand the meaning in all those strange sounds. The foreigner to whom you're listening would do well to use as few words as possible and be sure to add plenty of gestures. Also, if his words were pronounced slowly and clearly, you would have an easier time learning to repeat them yourself. You would need to hear the words many times before you would feel comfortable about trying to say them.

In talking with your child when he's this age, some important rules should be kept in mind:

- Use simple, clear, slow speech when talking to him.
- Prepare him for events by talking about what you're going to do before you do it, while you're doing it, and after it's all over.
- Make him feel that he is part of what is going on and not just an observer.
- Talk with him and give him a chance to add his two cents' worth, even if you can't understand it. Listen to what he says and make him feel that what he says is definitely important.
- Do not expect or demand perfection.

Self-Talk. Talk out loud about what you are hearing, seeing, doing, or feeling when your child is nearby. Let him know there are words to describe all sorts of activities and feelings. The things adults take for granted are new adventures for young children. For example, as you are hanging up clothes, dusting the furniture, repairing a faucet, or washing the car, talk about the things you are doing. Be sure to use slow, clear, simple words and short phrases. The "Romper Room" and "Captain Kangaroo" TV programs use this technique of self-talk. Watch them to see how it is done.

Parallel Talk. Parallel talk differs from self-talk because you talk about what is happening to your child, not what is happening to you. Use words that describe what she is doing, seeing, hearing, or feeling. This gives her words to think with. She will use them later when she wants to talk about similar things.

Listening. Listening is a skill that you can continue to help your child develop. He needs to understand what he hears. Call his attention to sounds, then show or explain to him what made them. Good examples of outdoor sounds that can be called to his attention are noises of engines running, trucks braking, dogs barking, leaves rustling, birds singing, and the wind blowing. Inside the house, you and he will hear doors closing, water running, someone walking upstairs, a mixer in the kitchen, the furnace starting, the clock ticking, the vacuum sweeper running, or the teakettle whistling. Make listening to these sounds a game: "Can you hear that noise? What is it?" Then help him answer the question by showing him what it was.

Many other activities can help build listening skills. Here are a few:

- Your child should be eager to show that he understands you. Give him directions such as, "Bring me the paper." Each time, make it a different object, something that is familiar to him. Praise his accomplishments and be sure to use parallel talk.
- Use the tune "Here We Go 'Round the Mulberry Bush" and add your own lines such as: "This is the way we wash our hands, wash our hands, wash our hands. This is the way we wash our hands so early in the morning." Other short phrases such as "eat our soup," "comb our hair," or "brush our teeth" can also be used. Teach your child a gesture to go with each phrase.
- Let him listen to people on the telephone. Let him say a few words back. Children this age are curious about voices on the telephone but say very little themselves until they become more familiar with it.
- Play "Follow the Leader." Several children can

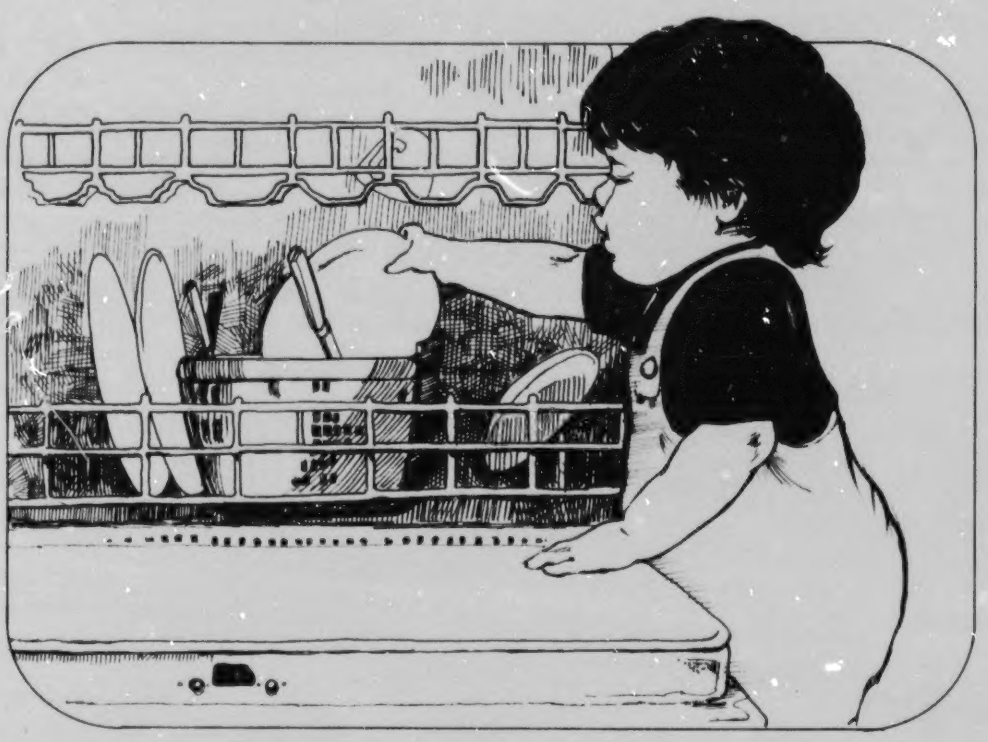
line up and the leader can give directions like, "Pat your head," "Clap your hands," or "Go behind the chair." Even a one-year-old child can play this.

- Encourage your child to play "Ring Around the Rosey." This is a good listening game. If there are older children, they can help teach the younger ones.
- "Hide and Seek" is a game that little children usually enjoy. Call to your child from your hiding place if she takes too long to find you. This is another good time to use parallel talk as she tries to find the people who are hiding.

part four

TEACHING ABOUT TODDLERS

(15–24 months)



1

EMOTIONAL DEVELOPMENT

background/preparation

Goals to Work Toward in Presenting This Topic

Parents of toddlers are frequently uncomfortable about their child's emotional development. They are not sure if their child's emotional responses are "normal" and to be expected, and wonder how to respond to their toddler when he or she is frustrated, sad, withdrawn, or in any but a "happy" state. Many parents want their child to be happy all the time and tend to forget that everyone needs to experience a variety of feelings.

To enable parents to feel comfortable with and understand their child's emotional development, the discussion on this topic should help them to: (1) be aware of the normal range of emotional development in 15- to 24-month-olds; (2) develop a comfortable way to separate from their child; (3) learn how to be apart from their child at home; (4) understand the reasons behind toddler emotional and physical outbursts and look at them from the child's point of view; (5) find ways to acknowledge and handle their own uncomfortable emotions; (6) develop their child's self-esteem.

Typical Parental Interests and Concerns About This Topic

1. I have difficulty leaving my daughter without feeling guilty. She cries and screams if I leave her with a baby-sitter. Sometimes she even does this when I leave her with her father.
2. I find that my daughter clings to me when I'm in the kitchen. I try to ignore her or have someone else come and distract her if other people are around. I find that I am busy in the house and being with her constantly drives me up a wall and makes me feel impatient.
3. When my son bangs his head against the floor, I don't know what I should do. Sometimes I pick him up. Other times I try to put a pillow under his head. I am afraid he will permanently injure himself.
4. What is the effect of our emotions and personalities on our son? Are we passing on our hangups to him already? How much is his behavior and temperament a reflection of our personalities? Is he intense because we are?
5. How can I help my child have a good self-concept?
6. How can I get time for myself? I always feel like someone is hanging on me or pulling at me.
7. My toddler is afraid of adults he doesn't know.

Areas of Information You Will Need to Learn About to Teach This Topic[1]

- Characteristics of normal emotional development in toddlers.
  - Separation anxiety.
  - Independence and dependence of toddlers.
  - Emotional responses (for example, banging feet on floor and screaming, sucking thumb with sad eyes).
- How individual styles of children and their parents affect their emotional behavior.
- Ways parents and toddlers can separate from one another for short and long periods.
- Techniques parents can use to get time away from their toddlers at home.
- Anger outbursts.
  - Why they occur.
  - What they are like from a child's point of view.
  - Ways parents can handle them.
- The reasons for toddlers' biting, hitting, and scratching adults, and how adults can redirect this behavior.
- Ways for parents to acknowledge and handle their own uncomfortable emotions.
- How to help toddlers develop self-esteem.

Family Dynamics—What This Topic Means Psychologically to Parent and Child

The toddler is at a stage when he is undergoing rapid physical, mental, social, and emotional changes. He is aware of the changes but often cannot cope with them in a rational fashion. One moment he may demand to do things for himself and in a second may desperately need the help of an adult. When he loses emotional control, he often tries to regain it with physical responses or screaming and yelling. After trying things in his own way, he generally needs help to come back to a rational state.

A toddler's irrational outbursts and responses can be frightening to the child's parents and they are often anxious to confirm that such behavior is normal. They are also concerned to know if their own emotional responses are appropriate. When parents of toddlers experience uncomfortable emotions, many feel that they are doing an inadequate job of parenting. They also sometimes feel that if they were doing something different, all of the uncomfortable feelings would disappear. Most parents dislike stress for themselves or their child, but often they forget to consider their child's and their own temperament and how the two affect each other.

Sample Concern of Parents

Concern	*Critical Issues*
My toddler wants to be with me all the time. She tugs on my pants, puts pots and pans in	—Toddler wants to be with parent.
my path, and cries to be picked up. When I don't pick her up or give her what she wants, she lies down on the floor and	—Anger outbursts occur when she does not get her way.
screams. I can't play with her all day, but I feel guilty when I let her cry. When she does play by herself, she usually gets mad at her toy and bangs it on the floor with great fury.	—How much time does a parent need to spend with her toddler? —Parent's feelings of guilt. —Toddler's inability to play for a long time without frustration.

Key Questions

1. What would you like your toddler to be doing?
2. What do you expect?
3. How do you get your work done when your daughter is awake?
4. How much time do you feel a toddler should spend alone?
5. How much time do you feel you should devote to your toddler?
6. Is this picture realistic?

---

[1] Much of this information, for this topic and all others in this part, can be found in the "Additional Information for Parents" sections of the topics.

7. Have you been able to break the cycle of whining and crying and frustration on previous occasions? How have you done this?
8. Does your spouse handle similar situations differently?
9. Are there patterns to what happens before, during, and after an emotional outburst?
10. Does your daughter have toys that are appropriate for her developmental level?

For the group

11. What have others of you done in situations like this?
12. How does a toddler feel when she wants to be picked up all the time?
13. How does the parent feel?

Readings and Other Resources[2]

*Brazelton, T. Berry, *Toddlers and Parents* (New York: Delacorte Press/Seymour Lawrence, 1974), pp. 99-118.

*Briggs, Dorothy, *Your Child's Self-Esteem* (Garden City, N.Y.: Doubleday and Company, Inc., 1975), pp. 9-138.

*Caplan, Frank, and Caplan, Teresa, *The Second 12 Months of Life* (New York: Grosset & Dunlap, 1977), pp. 122, 142, 164, 182, 200, 216, 238, 256, 280, 350.

Early, George H. et al., *Growing Child* (Lafayette, Ind.: Dunn & Hargitt, 1980 [updated annually]), 16-, 17-, 21-, and 23-months issues.

*Haueisen, Kathryn, "Nice People Don't Get Angry," *Mothers' Manual* (Jan.-Feb. 1975), p. 22.

Katzman, Marilyn, "Separation Pangs," *Mothers' Manual* (March-April 1979), p. 21.

Leach, Penelope, *Your Baby and Child* (Westminster, Md.: Alfred A. Knopf, 1978), pp. 318-327.

Olness, Karen, *Raising Happy Healthy Children* (Wayzata, Minn.: Meadowbrook Press, 1977), pp. 17-40.

Peairs, Lillian and Peairs, Richard, *What Every Child Needs* (New York: Harper & Row, 1974), pp. 3-200.

---

[2] Articles from *Parents' Magazine, Mothers' Manual*, and *American Baby* are often good sources of current information on the topics in this part.

teaching/presentation

Homework

"Emotional Development" helps parents to focus on the emotional outbursts that toddlers are having that make them uncomfortable. It can help parents to problem solve the cause of outbursts and what to do about them. It can also help parents to see if they are intensifying the outburst or helping their child with the uncomfortable response.

Practical Suggestions or Strategies for Teaching This Topic

Parents need to discuss their own and their toddler's emotional development early in the series. Such a discussion brings a feeling of openness to the group and allows you and the group members to have a better understanding of one another; it also frees the group to have better discussions in other areas. Emotional development

HOMEWORK

EMOTIONAL DEVELOPMENT

(15–24 months)

1. What are some of your toddler's emotional reactions that are hard for you (for example, anger, frustration, tendency to give up, withdrawal)?

2. What types of circumstances seem to provoke these emotional reactions?

3. What kinds of responses do you have to these emotions in your child?

PARENTMAKING: A Practical Handbook for Teaching Parent Classes About Babies and Toddlers by B. Annye Rothenberg, Ph.D., Sandra L. Hitchcock, Mary Lou S. Harrison, and Melinda S. Graham. Copyright © 1981 by The Banster Press, P.O. Box 7326, Menlo Park, CA 94025.

4. How do you feel about how you respond?

5. Have you noticed any kind of change in your child's emotional reactions over the last few months? Why do you think this change has or has not occurred?

Parent's name ______________________________ Date _________ Child's age _____

PARENTMAKING: A Practical Handbook for Teaching Parent Classes About Babies and Toddlers by B. Annye Rothenberg, Ph.D., Sandra L. Hitchcock, Mary Lou S. Harrison, and Melinda S. Graham. Copyright © 1981 by The Banster Press, P.O. Box 7326, Menlo Park, CA 94025.

is a particularly exciting and rewarding topic for parents of this age group.

Some parents are very comfortable discussing this topic and others do not want anyone to know that stress exists in their family. You will need to help the latter group feel that your class is a safe place to discuss emotions, and this can be done in a number of ways.

- Provide the group with information about the normal emotional development of toddlers. For some families, knowing that their experience is within the usual boundaries enables them to relax.
- Share your own experiences with the group. This will tell them that you are real and not a perfect parent, and will encourage others to talk about their own experiences.
- Be supportive. If the group is going well, questions you ask will lead right into a discussion of the emotional responses the parents are presently experiencing. You will need to help them cope with their feelings and help them to learn how to channel them in a positive direction.

Mini-lecture and Lead-off Questions for Discussion[3]

Sample mini-lecture

Before we discuss the emotional development of your toddlers and answer your questions, I would like to talk a bit about what to expect from your toddlers emotionally. Feel free to comment as I go along.

Toddlers like to be with their parents! How many of you already know that? All of you most likely—and you wonder if you will ever get your own space back again.

But as much as your toddler likes to be with you, he is also practicing his separateness. He is often eager to make choices and exercise his independence, but he certainly does not have the skills necessary for many of his actions. Giving a toddler too many choices can make him frustrated.

You may be hearing the word "No" a lot from your toddler. He says "no" because he hears it, because he's becoming more independent, and because "no" is a word usually learned before "yes."

Your toddler might be having more anger outbursts than he did in his first year. He may cry, yell, bang his head on the floor, stamp his feet and turn blue or any number of strong reactions in response to frustration. His frustration may come from his inability to get what he wants, his inability to make something operate the way he wants it to, or simply from fatigue or hunger.

Toddlers can be demanding. They want things right now! Your toddler has no concept of the term *later*. He also is most concerned with himself. Who could be more important?!

Because toddlers are changing and growing so rapidly in all ways, they enjoy rituals. The ritual of baths, eating, naps, and bedtime all contribute to helping them cope better with daily life, something which is at present very busy. Toddlers need to feel that there are stable, predictable parts in their world to explore and learn about.

What are some other emotional actions and responses that your toddlers are experiencing that I haven't mentioned?

Lead-offs

For Emotional Responses and Actions to Expect from Toddlers.

- Use mini-lecture.
- Summarize the parents' homework on toddlers' emotional development that they completed the previous week.
- Ask each group member to contribute one fact that she feels is important about toddlers' emotional development. Encourage parents to use examples.

For Separation.

- Ask several parents, "How do you feel when you separate from your toddler?" "How does your toddler seem to feel?"
- Ask, "What are the advantages of leaving your toddler?" "What are the disadvantages?"

---

[3] Further information for conducting the discussion can be found in "Additional Information for Parents" (p. 197).

For Clinging Toddlers.

- Use a personal example, such as, "I remember when my son was a toddler. I felt like I would have handprints around my knee forever. Sometimes I would shake my body just to free myself from his clutch. What I really needed to do sometimes was to free my worrying mind from his presence. He always wanted me, but I didn't want him around me all the time, and I felt guilty. How many of you have toddlers that want to be with you all the time?"
- Ask the group how they get time away from their toddler when they're at home.

For Toddler Frustrations.

- Use a personal example, such as, "When my son was a toddler he used to bang his head on the floor. I was sure he was ready to see a psychiatrist, but I never knew which one to call." How do your toddlers show their frustrations?
- Ask the group what questions they have about toddler frustration. Then categorize the questions and order them according to interest level.

For Difficult Days at Home.

- Use humor. Ask, "Do you ever have difficult days at home?" Then offer a personal example or let an anxious group member expound on her bad day last week. Keep the discussion light; humor can often bring out the deepest of feelings in a comfortable fashion.

For Handling Parents' Emotions.

- Ask the group to describe the emotions they are experiencing as parents. These may be positive as well as uncomfortable.
- Discuss some of your own feelings as a parent and ask the group if they have ever experienced similar feelings.
- Lead the group into a discussion of ways to handle uncomfortable negative feelings by asking them how they presently do this.

For Developing Self-Esteem.

- Note how much interest the group has shown in this topic and ask them what questions they have.
- Be prepared with specific information for this subtopic. Parents generally like facts and resources to turn to when discussing the area of self-esteem.

Additional Information for Parents

The Need to Be With Parents. Toddlers like to be with their parents, and they need some direct play time with them. However, at other times they can simply play alone in the same room. For example, when a parent is busy making dinner, the toddler can work beside or near her, perhaps taking kitchen utensils in and out of a large pan or playing in water. He might sit on the floor and take things out of a "special" cupboard or drawer.

Separation. Toddlers handle their growing awareness of their own separateness in different ways. Some withdraw and observe, others go forward and play, some cling, and some cry heartily when left. All of these responses are within the normal range of emotional development.

Parents, too, handle separation in various ways, and they need to find a way that enables them to feel comfortable when leaving their child. If parents are hesitant or uncomfortable about parting, their toddler becomes very uncertain, too. Parents need to realize that body messages count as much as words. You can discuss some of the points involved in bringing about a comfortable separation:

- Begin by leaving the toddler for several times for short periods rather than for a larger period once a week.
- Let parents know that children can manage some discomfort.
- Ask mothers how they feel when they return to their children and how the children respond.
- Reinforce the point that employing a familiar care-giver will encourage confidence in the separation.

Here are other points about separation that parents should be aware of:

Why leave a toddler?
- To enable the child to learn to trust other adults.
- To help the toddler begin to establish a bond with other people.
- To enable the toddler to experience a new environment and learning situation.

- To allow the parent time to renew her own spirit.
- Because no one can be on call every minute of the day and do a quality job; everyone can become frustrated and fatigued.

Why not leave a toddler?

- The child's care-giver may not adequately meet his needs.
- The child may be left with an inappropriate peer group.
- If left too long or when sick, the toddler may become upset.
- Parents may feel guilty.
- If a toddler is fatigued or upset by the separation, he will be difficult to manage when he and his parents are reunited.

Developing Independence in the Toddler. The toddler learns to be independent and self-sufficient over a period of time. He needs his parents' help to learn how to do things for himself, but he needs to be allowed to work at his own pace. Toddlers can learn by doing one part of a task, such as taking off a sock while being undressed or mashing a potato while the rest of the dinner is being prepared. Toddlers can help the family as they learn, and love to be involved beside you in a meaningful task.

Obtaining Time to be Alone.[4] Before a parent can be successful in obtaining time for herself, she needs to ask herself certain questions:

- What kind of time do I need?
- What am I trying to do?
- What does my toddler do when I try to spend time alone?
- How do I handle this?

While trying to find time for themselves, parents of toddlers should also try to do the following:

- Pinpoint their attitude. Do they really believe they need and deserve time away from their child?
- Before taking time for themselves, they should try to spend some quality time with their child so they do not feel guilty later.
- Praise their toddler when he gives them time alone.
- Teach their child to play alone. At the best time of day, encourage him to play outside alone, or get him started with a great activity such as water play or dumping and filling and quietly walk away.

Toddler's Outbursts. This subject needs to be studied from the child's point of view. When toddlers lose total control, they need adult help to come back together.

What can an adult do during an outburst?

- Stand and wait.
- Take the child to his room.
- Decide when the toddler needs you to come to him and give comfort.
- Be calm and consistent.
- Try to see if there is a pattern. What triggers the outburst? What does the child do? What does the parent do?

Before such outbursts occur, parents can try to encourage some physical outlets for frustration such as water play, jumping, hammering, running, or pounding a pillow.

Biting. To help parents learn more about this situation, you can ask them the following questions:

- When does biting usually occur—when your child is tired? At a certain time?
- Who is present during the occurrence—does it happen more when you are alone with your child or when you and your spouse are together? When large groups are present?
- What precipitates the bite?
- What reaction does the bite get from you or your spouse?

How can you help your child to release frustration in another way? Some suggestions you can give parents to help deal with their children's biting are:

- Tell your child in a firm voice how it feels to be bitten and let him know you don't like it. If you are holding your child, put him down.
- Show your child what he can hit and bite, such as a pillow, a pounding toy, or a doll.

Suggestions for a Difficult Day at Home. Some ideas for parents are:

---

[4] For a fuller discussion of this topic, see p. 209 of the topic "Limit Setting."

- Let your child work beside you, stirring, sweeping, dusting, or the like.
- Have a special toy set aside to put into use during bad moments.
- Carefully plan your day.
- Check your attitude. Are you rushing too quickly—preparing for company or compulsively cleaning—and not thinking about your child?
- Go out and change your pace.
- Read to your child.
- Play music.

Helping Parents Cope with Negative Feelings About Parenting. Discuss with the parents the importance of talking over their feelings with others and discovering how others deal with similar problems. You can also discuss how physical activity often relieves uncomfortable feelings or depression. When things are going poorly with their children, suggest that parents check the amount of stress evident in their lives and the state of their relationship with their spouse. Stopping to assess these points can give us insight into why difficult feelings are being experienced.

Developing Self-esteem. Toddlers develop an image of themselves by watching and listening to what their parents say and do in their presence. Parents can promote a healthy self-esteem in their child by working with the following:

- Remember that messages are sent through body movement. Think about how you handle your child. What are your body tensions saying?
- Be specific when praising your child.
- Be aware of your internal feelings about your child.
- Pay attention to your child's temperament. Remember it when handling her.
- Be certain your expectations of your child are realistic.
- Help your toddler to attain self-mastery by letting him do things for himself when he is able.
- Praise yourself or show pride when you deserve it to give your child a good role model to follow.

Handouts

The handout entitled "Emotional Development" helps parents become aware of the kinds of behavior they can expect from a toddler. The section on "Anger Outbursts" helps parents to define what patterns, if any, precede uncomfortable emotions in their child.

HANDOUT

EMOTIONAL DEVELOPMENT

(15–24 months)

As your toddler grows from 15 months to 2 years, he may display some of the following behaviors:

- Opinionated about his likes and dislikes.
- Says "no" because (a) he hears it, (b) he is becoming more independent, (c) it's a habit, (d) it is a word usually learned before "yes."
- Beginning to direct his own behavior by saying such things as "no" or "hot" to himself when he approaches a situation that he has learned he should stay away from.
- Is eager to make choices and exercise his independence, but has neither the experience nor the skills for such action. Too many choices during a day frustrate the toddler.
- May develop some fears (for example, strangers, loud noises, baths, the dark).
- Might have more anger outbursts than he did in his first year of life.
- Becomes frustrated when he cannot accomplish a task. This frustration changes into anger if it goes on too long.
- Wants to do things for himself (feeding and dressing).
- Can be demanding. He likes immediate responses to his requests.
- Interest is with the here and now.
- Is concerned with himself.
- Enjoys a ritual. Many changes in a routine can frustrate him.
- Likes to assert himself. May want to put on the same shirt every morning or eat the same breakfast every day.
- Does not like sudden changes and might avoid them by lying down, backing away, or hiding behind his parent or a piece of furniture.

Anger Outbursts

When your child is having frequent anger outbursts, some questions to consider are:

1. Is your child frequently overtired from insufficient rest and sleep?
2. Is he hungry at the times the outbursts occur?
3. Are naps, meals, and bedtimes on a regular or irregular schedule?
4. Does your child spend the entire day going from place to place? Does he have enough time at home?
5. Does your child spend the entire day with people? Does he have enough time alone?
6. Are the toys and activities your child pursues appropriate for his developmental level or are they frustrating him?
7. When he is with other family members, is he always being told what to do?
8. Is your child frequently teased?
9. Is your child given abrupt commands?
10. Does he get what he wants from tantrums?
11. Has there been a change in how much time you are spending with your child?
12. How are you feeling about your child? What are your responses toward him?

PARENTMAKING: A Practical Handbook for Teaching Parent Classes About Babies and Toddlers by B. Annye Rothenberg, Ph.D., Sandra L. Hitchcock, Mary Lou S. Harrison, and Melinda S. Graham. Copyright © 1981 by The Banster Press, P.O. Box 7326, Menlo Park, CA 94025.

2

LIMIT SETTING

background/preparation

Goals to Work Toward in Presenting This Topic

How well parents define and put into practice the limits they wish their child to be guided by affects their total relationship with their child. If parents establish positive limit-setting patterns early in their child's development, the child will be able to grow at a more relaxed and successful pace and the parents will most likely feel more comfortable and assured in their role. Limit setting is an important topic for parents of toddlers and will involve them and their child over a long period of time.

As you lead the discussion concerning limit setting, direct it toward achieving the following goals: (1) to help parents understand what they can expect from toddlers when setting limits; (2) to help parents develop an awareness of how their toddler feels about limits; (3) to help each family develop a general philosophy for setting limits; (4) to help parents find positive limit-setting techniques; (5) to work with each family on its specific limit-setting problems.

Typical Parental Interests and Concerns About This Topic

1. How much discipline should I use?
2. Where do I draw the line? I don't want to stifle my child's creativity or make her feel negative about herself.
3. How flexible should I be?
4. I worry because my daughter minds her father well but at times is hostile and defiant toward me. It's as if she does not need my approval.
5. I'm not sure how to follow through when I say "no" and Sarah ignores me.
6. Frequently Ben will stop what he's doing when I say "no" while at other times he'll laugh, keep doing it, and make a game.
7. My overriding concern is consistency. I find it very difficult to say "no" to Mark when he wants something to eat or drink. I feel extremely frustrated and unsuccessful in disciplining him because he is so adorable. I am truly enjoying his antics right now and don't know if I should be restricting him more.
8. What about setting limits in public? Everybody stares at you when your child screams.
9. How can I get my husband and myself to agree on discipline rules and a consistent manner of reinforcement?
10. Is spanking bad?
11. How often should a child get his way?

12. My child gets very frustrated when not allowed to do certain things. She'll do anything to get her way, like pretend to forget and play with you and the minute you get distracted go back to the original object.

Areas of Information You Will Need to Learn About to Teach This Topic

- What can be expected from toddlers when setting limits.
  - — How much he can understand.
  - — How much the parents should control the environment.
- How toddlers feel about having limits.
- How to help parents work on their differences of opinion when setting limits.
  - — What rules to establish.
  - — How to teach a toddler to follow the limits.
- Limit-setting techniques that work with toddlers.
- Knowledge of types of specific problems parents have when setting limits with toddlers (for example, dropping food on floor, not going to bed).
- Ways to help parents work with their specific problems.

Family Dynamics—What This Topic Means Psychologically to Parent and Child

When babies become of toddler age, they begin a process of separating from their parents and finding out their own identity. They test things over and over again, to see how they work, how they are made, and how they affect them. Toddlers want to see how their parents will respond to them in a variety of situations. If the response is different each time the same action takes place, toddlers can become very confused and tense.

During this period of their life, toddlers are eager to explore and control. They want what they want and they want it immediately. When children at this stage are denied their wishes, they often show anger, frustration, or sadness, and it is difficult for them to go on to something else without help from an adult.

Some parents feel very comfortable about setting limits for their child. Others find limit setting difficult because they do not know what limits to set, how to set them, or what to do when their toddler becomes frustrated with or does not want to abide by them. Parents may sometimes feel that if they impose too many limits on their toddler, he will lose his creativity.

In some families, toddlers follow limits very easily. This may be because of the child's own accepting style or the way her parents established the limits or both. In other families, limit setting can be more difficult, as when gentle parents must set guidelines for a persistent toddler with a high energy level. How parents and toddlers respond to setting limits depends upon the personalities, emotional make-up, and temperament of each family member.

Sample Concern of Parents

Concern	*Critical Issues*
I want to get myself into a more positive, creative routine of dealing with my son's tremendous increase in energy and physical ability. There are days when he seems interested in checking out every one of his limits. I end up feeling like all I've said was "no." I want to balance his needs and my needs to do things. I worry because he does mind his father better than me.	—Parent needs knowledge of limit-setting techniques to use with a busy toddler. —Parent needs to be aware of normal activity level of toddlers. —Parent's disappointment in how she deals with her toddler. —Parent needs knowledge of the point that toddlers often favor one parent.

Key Questions

1. What does your son do when he checks out all his limits? What do you do? How does your child respond to what you do? What does your husband do? How does your son respond to that? What are you doing that works well? What techniques never work?

2. What would you like your son to be doing during the day?
3. How much time are you getting for yourself, at home and away from home? How do you find time for yourself at home? What do you do when your son naps?
4. Do you and your husband agree on what limits to set for your child? Do you agree on how to enforce the limits?

For the group

5. What do your toddlers do during the day?
6. What do you offer your toddlers, indoors and out, that helps them with their drive for action?

Readings and Other Resources

*Brazelton, T. Berry, *Doctor and Child* (New York: Delacorte Press/Seymour Lawrence, 1976), pp. 111-127.

Dodson, Fitzhugh, *How to Parent* (New York: The New American Library, Inc., 1970), pp. 106-110, 203-238.

*Group for the Advancement of Psychiatry, *The Joys and Sorrows of Parenthood* (New York: Charles Scribner's Sons, 1973), Chapter 4.

Kelly, Marguerite and Parsons, Elia, *The Mothers' Almanac* (Garden City, N.Y.: Doubleday and Company, Inc., 1975), pp. 48-58.

Moskowitz, Estelle, "Shock Absorbers for Living with Young Children," *Mothers' Manual* (July-August 1977), p. 28.

*Stone, L. Joseph and Church, Joseph, *Childhood and Adolescence* (New York: Random House, 1979).

teaching/presentation

Homework

The homework for this topic asks parents to focus on how and why they disciplined their child. Going through this process helps parents become more aware of the sequence of events, the learning, and the feelings that took place.

Practical Suggestions or Strategies for Teaching This Topic

Parents of toddlers are generally very eager to discuss the subject of limit setting and often come to the meeting on this topic hoping to have their current problems solved. Some members of your group will want to talk about their immediate problems as soon as possible, so it will be helpful to outline for the group how you plan to run the discussion and when individuals may bring up their concerns. If a group member is so distraught that she cannot wait for her concern to be discussed, she may find that she has more perspective on the problem after hearing the presentation.

Before you can hold an effective discussion on limit setting, you need to be familiar with the parents in the group, how they feel about parenting, how they feel about their child, what the different families are like, which group members can help one another, and which group members sometimes stop others from bringing up their problems. This means that at least one or two class sessions should be held before scheduling the limit setting topic.

Group members usually like this discussion to run from the specific to the general, but you will have a more effective discussion if you direct it from the general to the specific. When you start with general information, parents first learn how toddlers think, what to expect from them, and some good limit-setting techniques, and are then better equipped to study the responses of all family members and deal with specific problems on a more educated level. Specific limit-setting issues

HOMEWORK

DISCIPLINE—SETTING LIMITS

(15–24 months)

In this week's observation, we'd like you to focus on two situations where you had to discipline your child: one situation in which you were pleased about the outcome and the other in which you weren't pleased.

1. What was your child doing that caused you to discipline him/her?

a. b.

2. Why was your child behaving that way?

a. b.

3. What did you do to discipline him/her?

a. b.

PARENTMAKING: A Practical Handbook for Teaching Parent Classes About Babies and Toddlers by B. Annye Rothenberg, Ph.D., Sandra L. Hitchcock, Mary Lou S. Harrison, and Melinda S. Graham. Copyright © 1981 by The Banster Press, P.O. Box 7326, Menlo Park, CA 94025.

DISCIPLINE—SETTING LIMITS (continued)

4. What was your child's reactions?

a.

b.

5. Why do you think he/she reacted that way?

a.

b.

6. What do you think your child learned from this experience?

a.

b.

PARENTMAKING: A Practical Handbook for Teaching Parent Classes About Babies and Toddlers by B. Annye Rothenberg, Ph.D., Sandra L. Hitchcock, Mary Lou S. Harrison, and Melinda S. Graham. Copyright © 1981 by The Banster Press, P.O. Box 7326, Menlo Park, CA 94025.

DISCIPLINE—SETTING LIMITS (continued)

7. How do you feel about the whole thing?

a. b.

8. What do you think you learned about handling your child?

a. b.

Parent's name ________________________________ Date __________ Child's age ______

PARENTMAKING: A Practical Handbook for Teaching Parent Classes About Babies and Toddlers by B. Annye Rothenberg, Ph.D., Sandra L. Hitchcock, Mary Lou S. Harrison, and Melinda S. Graham. Copyright © 1981 by The Banster Press, P.O. Box 7326, Menlo Park, CA 94025.

may continue to be brought up throughout the series.

Mini-lecture and Lead-off Questions for Discussion[1]

Sample mini-lecture

Setting limits is a difficult job for parents because we must constantly redefine our limits as our child grows. Things that toddlers are not permitted to do today may be acceptable for them tomorrow. Throughout all this change, however, the books all say that we need to be consistent to be good parents, and this sometimes seems impossible, since every day with a toddler is unpredictable.

As toddlers grow, they gain new competence. We applaud when they learn to turn a light on and off and then two days later wonder when they will quit this new trick. It is hard for us to know where each new discovery will lead, but when we do not feel good about a developing pattern we need to change it in a kind and constructive way, letting our children know what they can do.

While our toddlers are exploring and changing, many of us find ourselves going through discipline cycles with them. When they are meeting our expectations and we are in a good mood, we allow them more freedom; when they displease us, we often tend to be harsher. Sometimes we make more demands on our children, and sometimes less. These cycles and fluctuations can make us feel uncomfortable.

Despite the ups and downs, one thing in setting limits is certain. It is a full-time job that goes on as long as we are raising our children.

Let's begin our discussion on limit setting in a general fashion, talking about what can be expected from a toddler when setting limits, what limits are like from the toddler's point of view, how to establish limits, and which techniques to use when establishing limits. Then we can go on to discuss each of your specific limit-setting concerns, such as what to do when your toddler throws his food on the floor.

Lead-offs

For What to Expect from a Toddler When Setting Limits.

- Ask the group what they expect from their toddlers. What rules must their toddlers follow?
- Distribute the handout (see p. 211) as you tell the parents what they can expect from their toddlers when limits are set for them.
- Ask the parents which areas of limit setting make them uncomfortable because they do not know appropriate limits to set.
- Give a personal example of an instance in which you were unsure about what you could expect from your child, such as, "I picked up my child every time he fussed because I did not know that fussiness and whining were normal responses from a toddler, and that it was all right for them to express their feelings that way." Ask group members if something similar has happened to them.

For Limit Setting from the Toddler's Point of View.

- Ask the parents how their children are responding to the limits established for them.
- Pretend you are a toddler crawling toward a light socket or purposely spilling a glass of milk and try to let the parents see how you might be thinking.

For How to Establish Limits.

- Offer the information contained on p. 208 under "Establishing a Philosophy on Limit Setting."
- Ask the group how they developed their present rules for limit setting.

For Techniques for Setting Limits.

- Discuss the handout section on techniques on p. 211.
- Ask the parents to refer to their homework on the topic and discuss a technique they used that worked.

---

[1] Further information for conducting the discussion can be found in "Additional Information for Parents" (p. 208).

- Ask the group to discuss techniques they have tried that do not work.

For Individual Concerns.

- Have the parents bring up their specific questions about limit setting.
- Assure them that everyone has concerns about setting limits—which limits to set, how to set them—and that parents often dislike something their child does but cannot always find a good way to stop the behavior.

Additional Information for Parents

How Toddlers Feel About Limits

When toddlers say "no" to the limits set for them, their response and defiance may indicate their growing awareness of their separateness. They may also be in a period when their immediate response to most things is "no."

Toddlers don't like too many no's, hurry ups, or come ons. Toddlers become frustrated when they are asked to wait. They are very important in their own eyes.

What Can Be Expected from Toddlers When Limits Are Set for Them

Additional information on this topic is contained in the handout on p. 211.

How to Establish a Philosophy for Limit Setting

Parents need to learn that it is often easier to establish general limits first, then work on more specific problems. Some general limits might be:

- Rules that must always be followed, for example, Don't go in the street.
- You may not harm yourself or others to meet your own needs.
- Be considerate of others' property.

Some guidelines for establishing more specific limits might be:

- Limits should not be thought of as restraints, but as a channeling of children's energy from areas of restriction to areas of freedom.
- A reasonable number of reasonable limits are good for children. They let children know where they stand, and show them that parents are people who can be understood and relied on.
- Limits should not be subtle or inconsistent. If something is not allowed, it should be plainly stated and not be allowed at all times. Children need definite rules and definite responses.
- Limits should be as few in number as possible. Constant no's and don'ts are frustrating to both parents and children, and expectations and environment should be questioned if no's are in abundance.
- Toddlers need to do things that they like.

Questions husbands and wives should ask themselves when determining their philosophy on general and specific limits:

- What can each of you cope with? What bothers you?
- Can you usually retain your sense of humor or do you get upset easily?
- Are you generally firm or lax about rules?
- Are you rigid or flexible once you have set a limit?
- Do you often feel that you are in a contest with your child to see who is in charge?

Considerations husbands and wives need to discuss to determine their differences about limit setting:

- Discuss the things you disagree about. Can you discover the reasons behind the differences—upbringing, personal experience?
- Take the time to clarify your limits. It may be possible for each of you to have your toddler obey limits in different fashions, but be sure the limits are the same. Remember that patterns are different, and spouses are different.
- Husbands and wives need respect for one another. Think about the things you like that your spouse does as part of his or her limit setting.
- If you differ with how your spouse is setting a limit, speak about your feelings after the action has taken place. If one parent sets a limit for the child, the limit should be enforced at that time.

Consider your child's style when determining your philosophy on limit setting. Refer to the section on "Individual Differences" on p. 336.

Good Limit-setting Techniques

Refer to the information on the handout on p. 211.

No matter what technique you use, keep these three points in mind: (a) have a calm, firm attitude, and believe in yourself; (b) always teach your children what they can do; (c) be specific and immediate.

If the best techniques fail to elicit the proper response, you may want to discuss less acceptable forms of discipline, such as:

- Social Isolation. Putting a child in his room or crib by himself for a short period of time. Ask the group how they feel about this technique.
- Spanking. Discuss with the group, using these questions, how they feel about spanking:
  - How comfortable are you with spanking?
  - How frequently do you spank your child?
  - How were you raised?

Spanking can clear the air, is a definite limit, and is usually consistent and better than not doing anything. Spanking, however, can make children angry, can teach them to hit, can cause humiliation if used frequently, can make parents feel angry and guilty, and leaves nothing left to try if it fails to bring about the desired action.

Unsuccessful Limit-setting Techniques

These are:

Belittling or name calling;
Threats;
Bribes;
Overprotective supervision;
Excessive talking;
Parental loss of all control;
Using rules inappropriate for a toddler's age;
Giving a command you will not enforce.

Why Children Resist Cooperating With Parents More Than Other People

Our parental emotional involvement gets in the way. We are more emotional, we can get out of control when calm firmness works the best.

How to Discipline Children Without Stifling Their Creativity

Examine the limit-setting techniques being used. Do you have creative techniques? Do you teach your child?

Remember that wild children will not be accepted by society. You may accept them, but no one else will.

Teach your child what she can do and can't do, for example, she may climb on the stepping stool but may not climb on the couch.

Having confidence in your child and an awareness of her special qualities will allow her to be creative or free; for example, if you know your child is very active, you will need to take her to the park and allow her to run, and if your child is quiet, you will need to allow her time to sit and observe.

Determining What Toddlers May Be in Charge Of

Each family needs to determine what the toddler should be in charge of and what the parents should be in charge of. Often control is passed back and forth, and families find themselves in a game of tug of war. Toddlers enjoy this game as much or more than its outcome, and parents need to question whether or not they are turning negative behavior into fun for the child.

Often parents let their child go too far to avoid an uncomfortable confrontation and then blow up when their child's behavior becomes too much to handle. Angry outbursts can be avoided if you think of yourself as a teacher and guide your toddler through difficult situations.

Keeping the Environment from Controlling Your Standards

Sometimes parents look to see which actions are acceptable or what a situation will allow. For instance, when a family is at a restaurant, parents often wait for others to let them know if it is acceptable for their child to wander about. Instead of waiting for outside opinions, it is generally best to decide how you feel about an issue and then let your child know.

How to Get Time for Yourself When Your Toddler Is Awake

To help parents determine their needs, ask them these questions:

- What kind of time do you need? Do you really feel that you deserve this time? Do you feel guilty for wanting the time?
- What are you trying to accomplish during time alone? How much time do you feel you should have for this task? Can you realistically expect a toddler to be without you for this length of time?

- What are you doing to keep your toddler occupied during your alone time?

Suggestions for obtaining time alone:

- Start by taking short periods of time for yourself, then build up and take the time on a regular basis. When you set up a pattern for your time alone, it will eventually become a habit for your child.
- Let your child be with you but give him something to do. If you want to read, let him read beside you. If you want to rest, let him lie down with you.
- Spend some quality time with your toddler prior to the time you take for yourself. Doing this will help to ease any feelings of guilt.
- Praise your child for giving you time alone.
- Consider putting your toddler in his room or in an outdoor area for a scheduled period each day and using this time for alone time for yourself. You can start with a short time span and gradually build up. Choose a time of day when your child is rested, well fed, and usually content. Think of this time as a chance to teach your toddler to rely on himself to find pleasurable tasks, as well as time for you. Be sure that the area in which you ask your child to play is safe and well-supplied with playthings.

How to Set Limits When Your Child Won't Pay Attention to Them

Ask the parents these questions:

- Are you yelling or are you calm when establishing limits? Do you overreact to certain behavior, making it a pleasure for your child to disobey?
- Do you get down to your child's level, look in his eyes and speak with a calm assured voice, or do you talk across the room at him?
- Do you help your child find a meaningful substitute activity for an unacceptable one?
- Do you guide your child physically if this is necessary?

Handouts

There are two parts to the handout for the topic of limit setting. The first, "What to Expect," deals with what can be expected of toddlers when limits are set for them. The second, "Techniques,' offers techniques to use to help toddlers and parents feel comfortable with limits.

HANDOUT

SETTING LIMITS

(15–24 months)

What to Expect

What can be expected from the 15-month- to two-year-old when you are setting limits?

1. Many toddlers will continually test the limits to be sure they do not change.
2. A toddler cannot be expected to visibly like limits, but he can be expected to obey the most important ones.
3. He can understand the feelings you are radiating. Your face and body probably tell him more than your words.
4. By one-and-a-half, the toddler can understand you when you use plain and straightforward language, especially if the words are associated with an object.
5. The toddler does not respond well to lengthy verbal dissertations on why he cannot do something. Long, involved, explanations are very confusing for him.
6. Your toddler may have difficulty making choices. He can become frustrated if you frequently ask him to choose. He can also become difficult when given a choice if it is not really a choice, for example, "Do you want lunch now?" "Do you want to come now?" He can, however, make a specific choice, for example, "Do you want a pear or an apple?".
7. Usually toddlers are easy to distract. They are distracted by themselves and by others.

Techniques

1. Use substitutions and distractions in an immediate way. Tell your toddler what he *can* do, not what he can't. For example, "You can climb on your slide," not "You can't climb on that table."
2. Give advance notice; talk to your child as you are about to change what he is doing. For example, "Good-bye park . . . see you later!"
3. Motivate your toddler toward the next activity; don't take "no" too seriously if it's the automatic kind. Think of something appealing about what's ahead—"Let's go get your dog in the car" rather than "It is time to go home."
4. Do not "overtalk" your child. Be specific, be immediate, and give clear and consistent directions. It is fine to sympathize with your child's feelings, but do not be afraid to physically move your child.
5. Give your toddler dramatic praise when he is following the limits you have established. Be specific.
6. Toddlers like to do things for themselves, such as getting in the car seat or pushing open a door. Let them when they are ready.
7. Children learn a little at a time. The toddler forgets easily—much repetition is needed. Encourage and reward his progress.
8. Toddlers must have things to do, places to go, and times and places in which to make a racket. Sometimes a toddler needs you to go at his pace.
9. Be aware of your own feelings; often inner tenseness gets in the way of discipline. Be friendly, not angry, in your firmness. (Keep your feelings under control—you'll have a child who is more under control.)

PARENTMAKING: A Practical Handbook for Teaching Parent Classes About Babies and Toddlers by B. Annye Rothenberg, Ph.D., Sandra L. Hitchcock, Mary Lou S. Harrison, and Melinda S. Graham. Copyright © 1981 by The Banster Press, P.O. Box 7326, Menlo Park, CA 94025.

3

EATING BEHAVIOR

background/preparation

Goals to Work Toward in Presenting This Topic

Parents of toddlers, just like parents of older babies and two-year-olds, are concerned about their children's eating patterns as well as their eating behavior. This section will cover only information dealing with toddlers' eating behavior, but if information about nutrition or eating patterns is needed you may refer to p. 154 in the older baby topic section and p. 276 in the two- to three-year-old topic section.

The goals for this presentation are: (1) to help parents learn more about the eating behavior of toddlers; (2) to help parents understand the dynamics of eating together.

Typical Parental Interests and Concerns About This Topic

1. Samantha does not want to eat in her highchair. She has a renewed interest in playing with her food and throwing it on the floor. I am not sure how firm I should be with her.
2. I feel that Melissa should eat with us at the table, but my husband feels that this is too exhausting an experience after a day at work.

Areas of Information You Will Need to Learn About to Teach This Topic

- The range of physical development in toddlers, including their drive to dump and fill and their love of water and sensual experiences. How long can they sit still?
- The kind of manners that can be expected from toddlers when eating alone and when eating with the family.

Family Dynamics—What This Topic Means Psychologically to Parent and Child

The eating behavior of toddlers can become a battleground for both parents and child. Toddlers are at a developmental level where dumping liquid from a glass or dropping food to the floor is a pleasure, even a right. It is difficult for them to sit still for very long periods of time, and they enjoy playing with their food as they sit. Parents become very frustrated at having to constantly clean up spilled milk or sticky oatmeal, but they also feel very guilty if they take away their child's food when they feel he might still be hungry.

When the family eats together, the toddler can become very stimulated. He soon finds that certain actions bring immediate attention from one or both parents. He finds that certain behavior can result in his not being "left out" of the conversation. He would prefer to eat food from his parents' plates or to be held by one of his parents while he eats. Sitting with the food that's on his own plate quickly becomes boring. He likes to be in control.

If a family eats every dinner together, it can be particularly difficult for both parents. The woman can be torn between pleasing her child and her husband; she wants the toddler to eat appropriate foods and learn good manners, but she also wants to share conversation with her husband. Most parents want a quiet and relaxed meal time with good conversation. They find it very stressful to watch or take part in helping their toddler eat with the family.

Sample Concern of Parents

Concern	*Critical Issues*
I need help in disciplining Sam not to throw his cup, spoon, or bowl off the tray when he is through eating (or when he really doesn't like the food). I get upset, yell at him that it was very wrong and that I am angry. I am at a loss for new ideas.	—Developmental level of toddler —Techniques to help the toddler have better eating habits.

Key Questions

1. What is your toddler doing before he throws his bowl on the floor?
2. What are you doing during this time?
3. Then what occurs?
4. What do you wish your toddler would do instead of throwing utensils?

For the group

5. What are you doing to help your children with their drives to dump, throw, and spill?

Readings and Other Resources

*Brazelton, T. Berry, *Toddlers and Parents (New York: Delacorte Press/Seymour Lawrence, 1974), pp. 8-101, 108-109, 207-208.*

**Caplan, Frank and Caplan, Teresa, The Second Twelve Months of Life* (New York: Grosset & Dunlap, 1977), pp. 116-117, 147-148.

*Gesell, Arnold, Ilg, Frances, and Ames, Louise, *Infant and Child in the Culture of Today* (New York: Harper & Row, 1974), pp. 136-137, 146-147, 240-249.

teaching/presentation

Homework

This particular topic does not have a homework assignment.

Practical Suggestions or Strategies for Teaching This Topic

- A discussion of toddler eating behavior can successfully conclude a discussion on limit setting since parents will be talking about problems they are having with their toddlers.

- Parents need to realize that they may be expecting their toddlers to eat the way much older children do.
- Once a parent brings up her toddler's eating style, the entire group will most likely bring up all of the eating problems and situations they have encountered with their children. This kind of discussion can be humorous, meaningful, and filled with good examples of problem solving.

Mini-lecture and Lead-off Questions for Discussion

There is no mini-lecture for this particular topic. The best lead-off is to simply ask the group members about their toddlers' eating behavior or begin with a humorous example and demonstration of how a toddler eats. This will encourage parents to talk about their concerns.

Additional Information for Parents

How to Handle Toddlers Playing With Food. Parents need to determine the point in the meal when their toddler begins to play with or spill his food. Is it at the beginning or the end of the meal?

Ask the parents: What do you do when your toddler spills his food? Do you give him more because he has not eaten or do you remove him from the table? Are you annoyed or are you entering into a game with your child? When do you feed your toddler again?

If parents don't like it when their children play with their food, they may consider providing only small portions and small amounts of liquid to drink at a time. The children can always be given more later. Parents might also consider removing all food from their toddler's reach as soon as he begins to play in it, and going on to another activity.

Sometimes children play with their food when they are left to eat alone or have little supervision from an adult. Playing with their food helps them to get attention.

Eating Dinner As a Family. Toddlers like to be with their family, but many are not capable of waiting for the rest of their family to sit down to the evening meal. Toddlers may be ready to eat at five o'clock but their parents may not wish to eat until seven. Such problems with timing can produce uncomfortable feelings. Parents may believe that dinner time should be a family time, and that excluding the toddler from the meal is a sign of poor parenting. To help with this problem, ask parents to:

- Find out how other families handle the dinner hour. It is usually different from their own way—perhaps the time itself is different—and it helps parents to see that most families have difficulties at this time and that there is more than one way to handle it.
- Acknowledge that it is important for families to eat together, but it is much easier to do when children are more mature. Families do not need to eat together every night.
- Note their child's style. Some children need to eat earlier than others and if they are not provided for, become very fussy.
- Realize that some working parents enjoy eating as a family group and some don't. If dinner cannot be enjoyed as a group, other times can be considered family time, such as a game or story time or a family outing.
- Consider eating breakfast together.
- Work to find ways to manage their toddler if he eats early but is not in bed when they eat. Some techniques are giving the child a special book or puzzle by the table and giving him a dessert or favorite food. Remind parents of the importance of talking to and acknowledging their toddler while they eat.

Handouts

For handouts about toddler nutrition, see p. 281 of the two- to three-year-old nutrition topic.

4

SOCIALIZING AMONG CHILDREN

background/preparation

Goals to Work Toward in Presenting This Topic

Toddlers are at a stage where they are just beginning to have an interest in other children, and it is important for parents to understand that children do not instinctively know how to socialize with other children. Toddlers may want to interact with other children, but parents must teach and work with them to make this happen. Parents are also interested at this time in socializing with other families who have toddlers, but they are often not sure how to handle groups of young children.

The goals for this discussion are: (1) to help parents learn about the social skills of toddlers; (2) to help parents share what they find uncomfortable about their toddler's social style (for example, hitting, possessiveness) and help them find constructive ways to encourage their child to develop; (3) to give parents an opportunity to talk about specific kinds of conflicts the toddlers have gotten into and to provide them with a variety of ways these conflicts can be handled; (4) to find out the types of play groups the parents are in and how they established them.

Typical Parental Interests and Concerns About This Topic

1. My son always has to have things his own way when he plays with other children.
2. Since we know few people in this area and there are no children in our neighborhood, I worry about Cindy's ability to learn to get along with other children.
3. We have a friend with a very physically aggressive child. He bites and pinches. Katie is not at all this way. She does not retaliate and instead cries.
4. What should I do when my child is fighting with another toddler over a toy?
5. We are starting a play group and I could use some helpful hints.
6. Allison is very possessive when other children come over. She wants whatever toys her friends are playing with, so I've started letting them work it out themselves. Is there anything that works?
7. How do you set limits for other children when they're at your house?

Areas of Information You Will Need to Learn About to Teach This Topic

- Expectations for toddlers regarding their social development—how they play, how much time they should spend with other children, what to expect in their future development.
- Social styles of children—the aggressive child and how to deal with him, and the passive child and how to deal with him.
- Ways to handle toddler conflicts.
  - How to know to whom to give a toy.
  - How to make both children feel better.
  - What to do with a hitter or biter.

Family Dynamics—What This Topic Means Psychologically to Parent and Child

Parents today are very anxious for their child to have appropriate social behavior. Often, their expectations are too high. Parents have their memories of how they played as four- and five-year-olds, but sometimes they have forgotten the steps that come before this degree of sophistication. They forget that what they consider to be normal social behavior takes a long time to develop.

Many parents are dissatisfied with their child's social style—he is too passive or too aggressive. Most parents are not aware of the sequence of social development or of the need to instruct children about appropriate social behavior.

Most parents of toddlers feel it is very important for their child to play with other children. Yet, because of their limited experience with groups of young children, parents are often surprised by what occurs. They can feel uncomfortable with the behavior of the children but indecisive about whether to intervene or let the children work it out. They find it tiring to teach young children to interact, yet keep putting themselves in this situation because they feel it is important. Parents get very tense about their own child's social style when it is not what they expected. At times, they may wonder if their child is developing in a normal manner.

The toddler doesn't know how to socialize. At times all he can think about is himself—what he is playing with, where he is moving, or how he feels. It is very frustrating for him to deal with others. He is usually more comfortable with adults because he knows what to expect—other children are too unpredictable. When a toddler does something to another child (gives him a toy, hits, smiles), he is trying to find out what response will occur. In many instances the toddler finds out about others by watching. Then, when he feels ready, he joins in.

Sample Concern of Parents

Concern	*Critical Issues*
Cindy is always taking a toy from another child. I tell her not to do this, but she still pushes and pulls to get what she wants. I am in a play group with other mothers and I am very embarrassed when she does this and I don't know what else to do besides tell her no.	—Toddler wants other child's toys. —Toddler pushes and pulls to get what she wants. —Parent feels uncomfortable with toddler's behavior. —Parent does not know how to handle this behavior.

Key Questions

1. How does your toddler behave in the play group setting and what does she do? Give me a detailed description.
2. What do the other parents in this setting do?
3. Does the pushing and pulling occur only at play group or also when other children are in your home?
4. How do you feel about the way you handle your daughter when she is "pushy"?
5. How many other members of the play group have toddlers who take toys from others? How do they handle this?
6. What is the group doing to show their children how to behave in a social situation?
7. Is the play group set up so that the parents can talk with one another about play group problems and ways to handle them?

For the group

8. Ask group members if they feel that because a child is "pushy" and possessive at this age that it will go on forever.

Readings and Other Resources

*Caplan, Frank and Caplan, Teresa, *The Second 12 Months of Life* (New York: Grosset & Dunlap, 1977), pp. 123, 143, 165, 183, 200, 216, 239, 257, 281, 300.

*Jones, Molly Mason, *Guiding Your Child from Two to Five* (New York: Harcourt, Brace & World, Inc., 1967), pp. 192-209.

*Leach, Penelope, *Your Baby and Child from Birth to Five* (Westminster, Md.: Alfred A. Knopf, 1978).

Princeton Center for Infancy, *The Parenting Advisor* (Garden City, N.Y.: Anchor Press/Doubleday, 1977), pp. 222-228.

Winn, Marie and Porcher, Mary Ann, *The Playgroup Book* (Baltimore, Md.: Penguin Books, Inc., 1969), pp. 3-55.

teaching/presentation

Homework

The homework for this topic helps parents to focus on their toddler's interaction with other children.

Practical Suggestions or Strategies for Teaching This Topic

Before you begin your lecture, you will first need to determine how interested your group is in this topic. Some parents are very anxious to hear about social development because they participate frequently in social experiences. Other parents have had little experience with other families and groups and will not know what to ask about the social development of toddlers. If many of the members of your group have older toddlers—children 19 to 22 months of age—their interest level should be higher. If interest is low, the topic can be placed later in the series when group members and children have had more time to interact.

It is usually helpful to begin the discussion with a mini-lecture or a series of suggestions concerning the kind of social behavior to expect from toddlers. Parents need to know if their child is operating within the appropriate boundaries before they will feel comfortable with the discussion.

Some groups will need a lot of in-depth information from you, while others will be much more interested in how the group members are handling their toddler-related social situations. You will need to listen carefully to what parents are saying to lead the discussion in the right direction.

Discussing the social development of toddlers is not the only important area to cover. Talking about how parents respond and react to different children's social styles is also critical. The parent of an aggressive child needs to hear how the parent of a more passive child feels when her child is hit. The parent of a passive child needs to hear how the parent of an aggressive child feels when her child hits or bites someone. Hearing other parents' perspectives can enable group members to help one another and one another's children.

As the discussion draws to a close, summarize what the group has talked about and add any information you feel is pertinent to this particular group of toddlers and parents.

HOMEWORK

SOCIALIZING AMONG TODDLERS

(15-24 months)

In this week's observation, we'd like you to focus on your toddler's interactions with other children.

1. How often is your toddler with other children? (Please mention whether he/she gets together regularly with any other children and how old they are.)

2. What is your toddler like with other children? How does he/she behave?

3. Give an example of a conflict situation involving your toddler and another child and also describe what *you* did. (Are there other things you also do when your child is in conflict with another child?)

4. What kinds of questions do you or your spouse have about your child's relationships with other children?

Parent's name ______________________ Date ________ Child's age _____

PARENTMAKING: A Practical Handbook for Teaching Parent Classes About Babies and Toddlers by B. Annye Rothenberg, Ph.D., Sandra L. Hitchcock, Mary Lou S. Harrison, and Melinda S. Graham. Copyright © 1981 by The Banster Press, P.O. Box 7326, Menlo Park, CA 94025.

Mini-lecture and Lead-off Questions for Discussion[1]

Sample mini-lecture

It is difficult for toddlers to socialize with their peers; other children are much less predictable than toys, adults, and the rest of the world. Other children, however, are intriguing to toddlers and they may spend a lot of time observing them. They sense a special kinship with other children but they need to learn how to make friends. Toddlers do not know how to make ordinary attempts at being friendly. They may use pushing or touching as a way of making contact.

Often, toddlers are intensely involved in their own play and with themselves. They do not seem particularly aware of other children, but enjoy finding out how their own bodies feel and move as well as about the world around them. Watch toddlers move down a street, stopping to investigate a leaf or look between their knees or whatever. They enjoy themselves immensely.

Toys usually have more importance for a toddler than the child next to her. As toddlers approach two, however, they see other children more as people and less as objects and may begin to copy them. Toddlers can learn how to walk and turn on the TV from other children. Other children may be seen as easier role models than adults.

Toddlers do not understand the concept of sharing. When you tell them to share their toys, you are expecting too much of them. The concept of sharing does not usually begin to form until two-and-a-half to three years of age, and even then and for some years to come it is difficult for children, as well as for some adults. Toddlers can understand who had a toy first and can begin working on trading toys or finding something for a friend, but the idea of sharing is too incomprehensible to them.

Many toddlers will try to grab a toy from another child, especially when the child is playing with one of their toys. Often they don't want to play with the particular toy until they see it in the other child's possession. Arguments over toys can look very intense, but after they are over the children can forget them immediately. However, during arguments, biting, hitting, or banging over the head can and does occur. But you should not assume that certain children are really very angry or mean because of the intensity of what they do to each other during this and following stages. Children can usually shrug off more than adults would, but they must be told loud and clear when they are exhibiting unacceptable behavior. They should also be told what kind of behavior is acceptable.

Toddlers need time with other children, preferably at least two times a week and not always in a play group. They do need some group experience, but time spent with one other child is very beneficial. It is good for toddlers to have relationships with older children, younger children, and children of the same age, and strong and valuable relationships can develop if toddlers see the same children on a regular basis. It may take toddlers a while to warm up in new situations, so if your child doesn't jump right in, give him time to feel comfortable before demanding too much of him. Remember, too, that your toddler may show jealousy toward other children when you are caring for them.

I've just given you a great deal of information to digest. What kinds of questions do you have about points I've brought up?

Lead-offs

For What to Expect from a Toddler on a Social Level.

- Use a mini-lecture and then ask the parents if they have any questions about what you have said.
- Ask the group what their children are like when they are playing with other children. (See Question 2 of the homework on p. 218.)

For The Social Styles of Toddlers.

- Give a brief and objective overview of the social style of toddlers. Then ask the parents to relate

---

[1] Further information for conducting the discussion can be found in "Additional Information for Parents" (p. 220).

the social style of their child and how they feel about this style.
- Lead the group into discussion on this topic after a group member asks about her child's aggressive or passive style and how she should handle it.

For Toddler Conflicts.
- Ask the group to give some examples of toddler conflicts they encountered during the past week and how they handled them.

For How Frequently Toddlers Should Play and in What Settings.
- Ask the parents the types of social settings their children are part of on a regular basis. Ask them to talk about both the group situations and those in which only one other child is present.
- Ask the parents how frequently they feel their toddlers should be in contact with other children.

For Play Groups.
- Ask the group if they have any questions about play groups.
- Ask the parents if any of their children are in play groups. If they are, ask how the groups were established and what problems were encountered.

Additional Information for Parents

What to Expect from Toddlers on a Social Level. It will be a long time until toddlers are able to share easily. But for a child to begin to share he needs an awareness of which things are his and a secure feeling about those things. He also needs to gain pleasure from his first play experiences with other children.

Parents need to remember that sharing needs to take place voluntarily. It cannot be forced by practical necessity or by parents bent on instruction. Sharing is not coercion. It is give and take.

Children's Social Styles. In our society, parents tend to want their children to be out-going, talkative, and self-assured in social situations. They tend to forget that quiet or shy children can have very rewarding relationships too, especially if they are understood and appreciated.

Social problems can occur when parents expect more than what is reasonable for their child's age and personality, for example, if parents take a very quiet child daily to a variety of large-group settings and expect him to participate upon arrival, or if parents expect an active toddler to sit quietly in a circle with other toddlers who are listening to a story.

Parents need not worry about a toddler's aggressive behavior becoming permanent. They do need to keep toddlers from being hit or bitten and from hurting other children. Parents need to understand that hitting and biting at this age are not always aggressive acts, but can be experimental and that some aggressiveness is normal and necessary for all people. Learning to stand up for one's own rights in a socially acceptable manner can take time.

Parents should ask themselves some questions to further understand aggressive behavior in toddlers:
- What is happening to my toddler right before he grabs, hits, pushes, or bites?
- Is he usually with one child or in a group? (Some children begin to feel uncomfortable when too many children are close to them.)
- At what times does the aggressive behavior occur?
- Is the play supervised?
- How do I respond to this behavior in my child? Am I calm and helpful or do I find myself losing control when her behavior is unacceptable? Does my response to my toddler have meaning for her? Do I tell her what acceptable behavior for the situation is?
- Is there any time this behavior does not occur?
- Do I talk to my child about his behavior at times when the behavior is not in evidence? (Telling your child and modeling for him what he can do when somebody angers him is an effective technique. It does, however, take time to be successful.)
- Who does my toddler play with? Does he always play with children who let him bite, hit, or grab? (If so, you might consider older playmates so that your child is not always in the position of being a bully.)

Parents should ask themselves some questions to further understand passive behavior in toddlers:

- In what setting is my child more aggressive? Why? More passive? Why?
- What do I like about my child's style? What do I dislike?
- Who does my child play with? Is he always with older or larger children?
- What do I do when someone grabs a toy from my child? (Do you always help him? You might want to model for your toddler at home what he can do when someone tries to take his toy.)

How to Handle Toddler Conflicts. Discuss with the group the information contained in the section of the handout on toddler conflicts (see p. 223).

When toddlers are in a continuous conflict and you cannot see a pattern or a reason for it, try diversion or a change of pace. Take the children to neutral territory, perhaps a park, or take them for a walk, initiate water play, provide a snack, or engage them in a music activity. Drastically changing the setting can help the toddlers go on to something more constructive.

When a toddler is possessive about his toys:

- Give each child a short turn with the toy—30 seconds to 1 minute. Let the child holding the toy play with it first, then tell him it is the other toddler's turn. If the exchange goes on for a long time, change the pace.
- Ask your child, "If you want the ball, what can Sam have?" Often, when a child is not in his own home, he will be happy to play with anything. You could also say, "If you want to play with the train that Sam's holding, get the car and trade him for it. Here, let's get the car for Sam." Model for your toddler with words and actions.
- Teach your toddler to share when no other toddlers are around. Show him how to wait by getting yourself a drink before you get one for him. Explain to him the difference between now and later in a situation that is not emotionally laden.
- Do not always allow your child to have his own way when he is in an adult-child play relationship. If adults always give way to him, he will assume that all children will do the same.
- Look for a pattern in your child's possessiveness.
- Prepare for another child's visit by:
  - — Having the guest bring a bag of special toys.
  - — Preparing a special bag of toys for the guest with your toddler's assistance. Put in those toys that are very special to your child.
  - — Not planning to make your child share everything.
  - — Having materials that can be divided between the children.
  - — Planning to move to neutral territory when play is to begin.

How Frequently Toddlers Should Play and in What Settings. Toddlers need to be with other children and other families, but they need to be in their own home with their own family even more.

When toddlers begin to establish one-to-one relationships, taking turns, sharing, and caring for other children become a natural way of life.

If you enjoy being a part of a play group, it is likely your toddler will, too. But if a group does not work for you or your toddler, do not feel obligated to stay. Other forms of group play, such as visiting one other parent and one other child, playing in a park, or baby-sitting for other children, can be substituted.

Play Groups. A play group is a small group of children who meet regularly at each other's homes to play, with the parents supervising or taking turns at supervising. The advantages of play groups are:

- Children are able to see each other on a regular basis.
- Children get to know other parents well.
- Participation in play groups is a good way to begin the process of gaining independence.
- Toddlers can have a variety of experiences and a good time.
- Play groups can offer parents some free time with the knowledge that their child is in a stimulating and safe environment.

Parents may benefit from asking themselves these questions before joining a play group:

- What are my goals for and philosophies about the group? Is my philosophy compatible with those of the other members?
- Do I enjoy having groups of children in my home?
- Do I want a group in which all the parents stay each time or do I want one in which the parent/supervisor rotates?
- Is my child ready for play in a group setting?

- What are the other children like? Are their styles compatible with my child's style?

Parents may wish to ask themselves these questions when organizing a play group:

- How many children should participate?
- What ages should they be?
- Should there be an equal number of boys and girls?
- Should all the parents participate each time or should only one or two be present?
- How often should the group meet? (Once a week is usual for toddlers.)
- During what time of day should the group play and for how long? (Toddlers often meet for one and a half hours in the morning.)
- When should parents meet without the children present to discuss how the play group is going?
- What kind of structure should there be? (A typical daily plan is:
  9:30 - 10:30—Free time
  10:30 - 10:45—Snack
  10:45 - 11:30—Outside play, circle game, stories, music)
- What activities should be offered? (Typical activities are sand and water play, finger painting with starch and tempera, chalk and playdough play, listening to and using rhythm instruments, listening to and singing along with records, singing games, and story reading.)

Talking to young children is very important. While participating in a play group, talk to them about what you are doing and what they are doing. Speak with a warm, soft, calm, and assured voice. Positive words and eye contact will get their attention.

Don't expect startling social development in your child from participation in a play group. Cooperative play is rare before four years old unless children see each other several times a week on a continuous basis.

You may need to comfort or reassure your child during group play at your home. If necessary, let him have a security object, and hold or touch him when possible. Put away toys that could frustrate him if other children handled them. Comfort and be with him after the rest of the group has gone.

Handouts

The first part of the handout "Socializing Among Children" helps parents understand the kind of social behavior they can expect from their toddler. The second part describes ways to deal with conflict.

HANDOUT

SOCIALIZING AMONG CHILDREN

(15–24 months)

Development

Following are some of the highlights in the social development of the toddler:

One to two years

1. Often is involved in his own play and with himself, and does not seem to be particularly aware of other children.
2. Toys usually have much more importance to him than the child nearby.
3. Learns about children and adults from observation.
4. Pushing, poking, and touching are ways of making contact. The toddler does not know how to make friends. Parents need to help toddlers get along.
5. Some toddlers will grab a toy away from another toddler if the child allows him to do this.
6. The terms "mine" and "no-no" will be heard in a group of toddlers at play.
7. May need warm-up time in unfamiliar situation.
8. Likes to show and offer adults his toys. This is one of his ways to make friends.
9. Enjoys the company of his parents.
10. Likes to be chased and caught by adults.
11. Enjoys playing "Pat-a-Cake" and "Ring Around the Rosy" with his parents.
12. As he approaches two, may favor one parent over the other.
13. Begins to enjoy daily rituals such as bath time.
14. Imitates the world of adults by sweeping, cooking, reading, and doing other adult activities.
15. Enjoys himself as he walks, stooping to pick up sticks, bending over to look between his legs.
16. Talks more to himself than to others, and more to adults than to other children.

Two to 2½ years

Many characteristics just listed carry over into this period. Other characteristics of the two-year-old are listed below.

1. Has a definite sense of himself and what he wants.
2. Can be very attached to his possessions. It is difficult to *share* toys.
3. Likes to play side by side (parallel play) but not often *with* another child.
4. Begins to develop interest in his special friends.
5. Considers most men and women to be mommies and daddies.
6. Can be shy with strangers, particularly adults.
7. Begins to identify himself by his first name.
8. Continues to need supervision while at play.
9. Needs to begin to establish meaningful relationships with other children and other adults outside of the immediate family.

Techniques for Handling Conflicts

1. When one child takes something from another child and the second child is not bothered, try not to intervene.

2. If the toddler is upset by something being taken away from her, let her try to solve the situation in her own way. If she cannot solve the conflict, you can step in. The limit usually set is that the toddler who had the toy first may play with it. The toddler who wants the toy may play with it next. Try to help the child who grabbed the toy to get interested in something else, but be sure he soon receives his turn with the toy he tried to take. You might say, "Susan had the toy,

PARENTMAKING: A Practical Handbook for Teaching Parent Classes About Babies and Toddlers by B. Annye Rothenberg, Ph D., Sandra L. Hitchcock, Mary Lou S. Harrison, and Melinda S. Graham. Copyright © 1981 by The Banster Press, P.O. Box 7326, Menlo Park, CA 94025.

John. You may play with it when she is finished. You may play with the stuffed dog now. Look, he can bark. I will be sure you get your turn to play with the truck." (Or something shorter!)

3. If the same toddler tries to take the same toy again, explain things to him again.

4. If the toddler tries to take the toy *again*, it is best to take him from the room and try to get him interested in something else. Bring him back to the play area when he is ready. It helps not to get angry. Try to be calm, but firm and assured.

5. Do not allow physical harm to be done. The dialogue might be, "No, Susan. You do not bite Jane. It hurts her." Then, with words and actions, comfort both children.

5

PLAY AND LEARNING

background/preparation

Goals to Work Toward in Presenting This Topic

Play is very important to toddlers—it is really their way of life. And because play is involved in so much of what these children do, it is also a very important subject for their parents. Parents' concerns about play, however, often differ. Some parents need to know more about appropriate play areas and toys; others are concerned about how much to play with their toddler; still others are concerned about playing too much with their toddler and learning how to teach him to play alone.

There are numerous goals for the play and learning section, but you will need to select those that are appropriate to the interest and concerns of your particular group of parents. The goals are: (1) teaching parents about cognitive and motor development of toddlers; (2) helping them to understand toddlers' play styles; (3) helping them to determine appropriate play environments; (4) helping them to determine appropriate toys for toddlers; (5) helping them to determine how much to play with their toddler; (6) showing parents how to teach their toddler to play alone; (7) teaching parents how to plan a day with a toddler; (8) helping parents understand the different play styles parents use; (9) informing parents about what toddlers learn from their play; (10) showing parents how to stimulate a toddler; (11) helping parents understand the importance of reading to toddlers.

Typical Parental Interests and Concerns About This Topic

1. What are some good ideas for play activities?
2. What are the best educational toys?
3. How can I get Allen to play by himself so I can get something done?
4. How often should I play with my child?
5. My husband plays so roughly with our son he cannot go to sleep at night.
6. My toddler will not sit still when I try to read to her.
7. I don't like to stay home with my toddler. If we go places, she is fine, but at home she always wants my attention and cannot entertain herself.
8. How far should I go trying to stimulate my child?
9. What is the most valuable way to spend time with my child?
10. What can I do with my child on a rainy day?
11. What is a good play environment for my toddler?
12. How can I tell what toys to buy for my child?

Areas of Information You Will Need to Learn About to Teach This Topic

- Toddlers' large- and small-motor development. (Look for realistic and specific examples in books and observe toddlers at play.)
- Cognitive development of toddlers. (You will need information that is meaningful to parents, not to research psychologists.)
- The variety of toddler play styles. (Observe children at play and watch how their styles affect what they pursue.)
- How adults play with children—its importance and the various play styles adults use.
- How toddlers and parents spend their days together.
- What toddlers learn from their play.
- The kinds of toys toddlers play with.
- Appropriate books for toddlers and the importance of reading to young children.
- Ideas to pursue if toddlers are not interested in being read to.

Family Dynamics—What This Topic Means Psychologically to Parent and Child

Parents of toddlers want to feel that their child's play is constructive. They can be bothered by his wandering, observing, and clinging, and seem to be much more satisfied if their toddler is doing a puzzle or digging in the sand. Parents feel they are doing a good job when they play with their toddler, but often feel frustrated or impatient when they play too long. They read about how important the first three years of a child's life are and feel pressured to provide superior play experiences now so their toddler will function at a high intellectual level in later years. Parents do not seem to be very relaxed about their children's play.

Toddlers, however, do not differentiate between constructive and "nonconstructive" play. They want to explore, touch, interact, observe, and simply "be," as well as play at meaningful games. Toddlers like to go at their own pace while learning about the world, and become very frustrated when required to do tasks above their developmental level. They will let a parent know when they are ready to move on by their actions and responses to new activities and situations.

Sample Concern of Parents

Concern	*Critical Issues*
Sarah seems to need constant stimulation, and particularly likes to read, read, read.	—Toddler likes parent to keep her occupied.
I worry that I am not giving her enough, but at the same time she is demanding too much of my life and the more I give the more she wants.	—Parent does not know how much stimulation she should provide. —Parent wants time for herself.
She enjoys playing with her father in a more physical way, but still wants me if anything goes wrong.	—Toddler has a different play style with her father.

Key Questions

1. How much time are you spending with your toddler?
2. What do you do with her?
3. What does she do when you do not want to play with her?
4. What is your child's play environment like? What playthings are available in it for your toddler to use?
5. How does your husband play with your daughter? What does your daughter do when he does not have time to play with her?
6. How do you play your day with your toddler?
7. What kinds of play experiences do you provide during the day?
8. How much time do you need for yourself? What do you do during this time?
9. How do you manage your toddler when you are attending to household tasks?

Readings and Other Resources

*Board of Cooperative Educational Services of Nassau County, *200 Ways to Help Children Learn While You're At It* (Reston, Va.: Reston Publishing Company, Inc., 1976).

Boston Children's Medical Center and Gregg, Elizabeth M., *What to Do When There's Nothing to Do* (New York: Dell Publishing Co., Inc., 1968), pp. 43-60.

*Brazelton, T. Berry, *Doctor and Child* (New York: Delacorte Press/Seymour Lawrence, 1976), pp. 221-230.

*Caplan, Frank and Caplan, Theresa, *The Power of Play* (Garden City, N.Y.: Anchor Books, 1974), pp. 1-179.

*Caplan, Frank and Caplan, Theresa, *The Second 12 Months of Life* (New York: Grosset & Dunlap, 1977), pp. 123, 143, 164-165, 182-183, 200-201, 216-217, 238-239, 256-257, 280-281, 300-301.

Dodson, Fitzhugh, *How to Parent* (New York: The New American Library, Inc., 1970), pp. 330-332, 349-352.

Early, George H. et al., *Growing Child* (Lafayette, Ind.: Dunn & Hargitt, 1980 [updated annually]), 15- to 23-month issues.

*Gregg, Elizabeth and Knotts, Judith, *Growing Wisdom, Growing Wonder* (New York: Macmillan, 1980).

Sutton-Smith, Brian and Sutton-Smith, Shirley, *How to Play with Your Children* (New York: Hawthorn Books, Inc., 1974), pp. 59-80.

Strom, Robert D., "The Merits of Solitary Play," *Mothers' Manual* (Sept.-Oct. 1978), p. 25.

teaching/presentation

Homework

The homework for this topic helps each parent focus on her child's play style, her own play style and her spouse's, and any questions she may have concerning the area of play.

Practical Suggestions or Strategies for Teaching This Topic

Parents do not always know what they want to learn about the subject of play. To them, *play* is often synonomous with the word *toys*, and the discussion of play can quickly deteriorate into talking about what specific toys are good for toddlers. This is not the most useful way to use class time since toddlers will soon be two-year-olds and their need for certain toys will change. Parents will need more general guidelines when they discuss toys, learning experiences, and play environments.

When you begin the discussion, offer a broad picture of play to the group and then work into specifics. If parents learn about the cognitive and motor development of toddlers and the children's different play styles, they will be better equipped to work with the group's particular concerns. If parents' interests are limited, suggest some topics to discuss.

You will need to inform and reassure the parent of an active child with a short attention span. Parents often think that children who are quiet and able to sit still at their play for a long period of time are very bright. Parents of more active children who cannot concentrate can be fearful that these children are slow learners or hyperactive.

Concrete examples and sharing of experiences help the play discussion become even more effective. If you are able to relate a real example of how a toddler with a certain play style has developed now that he's of school age, this can help the parents see where their children are heading. It is important for parents to get a more relaxed and realistic picture of play with their toddler and how it influences later development.

HOMEWORK

EXPLORING, PLAYING, AND LEARNING

(15–24 months)

1. What are the activities your child enjoys? (Include places, people, toys, and so on.)

2. How have the skills that your child has developed recently influenced his/her play?

3. Are there any special interests or skills that your child tends to focus on more than other children the same age do?

4. Think about what your child did during the last few hours he/she was awake and describe the learning that you think has been going on through that play.

PARENTMAKING: A Practical Handbook for Teaching Parent Classes About Babies and Toddlers by B. Annye Rothenberg, Ph.D., Sandra L. Hitchcock, Mary Lou S. Harrison, and Melinda S. Graham. Copyright © 1981 by The Banster Press, P.O. Box 7326, Menlo Park, CA 94025.

EXPLORING, PLAYING, AND LEARNING (continued)

5. What aspects of your child's play or your play with him/her are you finding troublesome (i.e., are not going as smoothly as you had hoped)?

6. How does your spouse's way of playing with your child differ from yours?

How does your child handle these differences?

Parent's name ______________________ Date ________ Child's age _____

PARENTMAKING: A Practical Handbook for Teaching Parent Classes About Babies and Toddlers by B. Annye Rothenberg, Ph.D., Sandra L. Hitchcock, Mary Lou S. Harrison, and Melinda S. Graham. Copyright © 1981 by The Banster Press, P.O. Box 7326, Menlo Park, CA 94025.

Mini-Lecture and Lead-off Questions for Discussion[1]

Sample mini-lecture

Play is our children's life. It teaches them what the world is—how high is up, what is meant by down, what is soft and what is hard, what is solid and what is hollow, the meaning of the inside and the outside, of wet and dry and shape and form. Play also teaches children about themselves. They learn what they can do and where they are weak and where strong.

While toddlers play, they strengthen their muscles, improve their perceptions, learn new skills, let off excess energy, try out different solutions to problems, practice the tasks of life, learn how to deal with other people, and come to know the values and symbols of the world. All of this can be done in a variety of styles, and it is a mistake to assume that there is one good way to play and that all others are abnormal. Child's play, like adult's work, expresses what the person is, what he likes, and what is on his mind.

To begin our discussion, let's first review toddlers' cognitive and motor development and their various styles of play, and then go on to the specific questions you may have about play.

Lead-offs

For Toddlers' Motor Development and Cognitive Development. Use the information provided in the sections of the handout "Some Developmental Motor Skills" and "Developmental Goals for Toddlers" (see pp. 234 and 236) and offer a simple description of pertinent facts. Then ask the parents to ask any questions they may have about their child's development, or to add any information about development they feel is typical for the age group.

For Toddlers' Play Styles. Discuss the information on p. 231 with the group, and use any personal examples you may have.

For Concerns and Interests of the Group. Ask the group to bring up the areas of concern they have, and make an informal outline to structure the discussion.

For Appropriate Toys. Ask the group to discuss toys in a general way and do not allow the conversation to turn to the pros and cons of specific toys. Use the information from the section of the handout "Buying Toys."

For How to Help Toddlers Learn to Play Alone. Ask the parents how much their toddlers play alone and how much they play with their toddlers. Ask them if they feel they have a good balance or if they would like to change the way things are going.

For Differing Play Styles of Parents. Use the homework responses or examples of how spouses play with their child to get this discussion going. Let the parents talk among themselves to see how other families play with their children.

For What Toddlers Learn from their Play. Tell, instead of ask, parents what toddlers can learn from their play. Most parents will not be informed on the subject since they have not parented very long.

For Reading to a Toddler. Begin the discussion by asking what types of books toddlers enjoy; how long their toddlers will sit while being read to; or when do parents read to their toddlers. Do not stress the importance of reading to a child until the end of the discussion, or a parent who reads little or not at all to her child may not contribute to the conversation.

Additional Information for Parents[2]

Motor Development of Toddlers

Children develop at different rates. The information in the handout on p. 234 is to be used only as a guide.

When toddlers learn a new motor skill, they often want to practice it over and over.

---

[1] Further information for conducting the discussion can be found in "Additional Information for Parents."

[2] A summary of some of the following information is contained in the handout for this topic.

Cognitive Development of Toddlers

12- to 15-month-olds

- Begin imitation of what others—especially parents—are doing.
- Spend time jabbering, experimenting with conversational inflection.
- Occasionally imitate sounds they know well. Are able to place circle in form board.
- Able to do some building, perhaps stacking 2 blocks; much more able to knock things down.
- Use gestures to make wants known (language is limited, and children get frustrated because people don't understand them).
- Look at books, turn pages, point to individual pictures, want to know pictures' names.

15- to 18-month-olds

- Show or point to specific object when asked where it is.
- Follow simple directions, such as, "Where is your bottle?" and "Get the truck."
- By 18 months, say "no" even if they mean "yes."
- Imitate, model.
- May know words for some things, but may not know what the words mean.
- Repeat words or actions.
- Can learn and then forget.
- Desire to dump things out.

18- to 21-month-olds

- Begin to use a few words to make wants known.
- Able to point to parts of a doll when asked where they are.
- Able to find things hidden under cups.
- Begin to use two-word sentences.
- May begin to use "mine."
- Use one word to indicate everything in a category.
- Can be told what is happening next.
- Know where things are and where they left them.
- Want to know how to use things.

21- to 24-month-olds

- Able to stack several blocks.
- Begin to group things by size, color, or form.

Play Styles of Toddlers

Toddlers have very different ways of playing. Some are more energetic than others, some concentrate longer than others, some play longer by themselves, some have very specific interests. Often parents find that their child's way of playing is very different from what they expected.

Every child progresses through stages of play and learning at her own pace. Parents need to help their toddler along by building on their child's play strengths and working with her in areas where she is weaker.

Parents can gain insight by asking themselves, "What are some things I do with my toddler to help him use a lot of energy? To concentrate? To develop fine-motor skills?"

Appropriate Play Environments

A specific section of the handout is provided for this topic on p. 234. Parents need to become aware of the information it contains.

Types of Play

There are several types of play a toddler should encounter during the course of a day or a several day period:

Playing alone. This type of play can last from 5 to 30 minutes but could be more or less, and should not be interrupted by an adult.

Playing beside an adult. Toddlers learn from watching adults.

Playing beside other children. Toddlers enjoy observing and imitating them.

Playing in an organized way, such as working with playdough or a special puzzle, listening to a record, or taking a walk in the yard.

Playing away from home. This might be walking about the block or going to the park or grocery store.

Playing actively. This is time to run, jump, pound, and enjoy large-motor activities.

Playing quietly. This is time to dream, imagine, and think, and often occurs before or after a nap.

Playing with a parent. This should be about 10 or more minutes of quality play in which the parent concentrates solely on the child and no other activities.

How Much Time Should Be Spent Playing with a Toddler

There is no definite information on exactly how much time a parent should spend playing with a toddler. It is important for parents to know, however, that they need to play with, read to, and be responsive to the needs of their child every day.

Parents can gain insight into their own play styles and philosophies about playing by asking themselves these questions:

- How long can I play with my toddler and remain interested?
- How important do I feel play is for my child?
- How comfortable am I playing with my child?
- What do I like to play with my toddler?
- Am I using my leisure time to show my child how to relax or am I always busy?
- Do I play with my child at a specific time each day?

How to Teach a Toddler to Play Alone

Parents can gain insight into how to enable their toddler to learn to play alone by asking themselves these questions:

- How long does my toddler play alone?
- When does he play alone?
- How long would I like him to play alone?
- Where do I want him to play alone? In a separate room? Outside?
- What do I do when my toddler is playing alone? Do I worry about him? Do I check him constantly? Do I go to him immediately when he fusses or do I wait and listen?

Toddlers can spend a short time away from their parents in a separate room, but do not like to spend long periods of time in this way. No matter how long toddlers spend playing away from parents, it must be certain that:

- The environment is a safe one.
- There are toys available that they can handle and enjoy.
- They are asked to play alone at a time of day when they are at their best (the dinner hour is not a time toddlers want to be separated from their family).
- Before they are asked to play alone, parents have first given them some quality time during which they have had undivided attention.

Children can be trained to play alone. Parents can train them by not going in and getting their child immediately after a nap, finding a set time each day for their child to play alone, and setting up a play situation—behind a gate where their child can see out, in a playpen or outside—and building on the amount of time they expect their toddler to play alone (they can begin with 5 minutes and work up to 30 or 35 minutes). Parents need to remember to praise their toddler when he has played awhile by himself.

Guides for Planning a Day with a Toddler

Parents need to know their child's schedule to successfully plan a day—when the child eats, sleeps, is fussy, is in a good frame of mind.

Days should be allowed to flow naturally, but they also need some guidelines to work well. Times should be scheduled for a child to play alone, play with a parent, have a special activity, and take a walk.

Parents should be encouraged to get more of their own tasks accomplished early in the day when their toddler is fresh and more able to be on his own. Establishing a routine for the morning, perhaps having the child listen to a record or do puzzles beside a parent while she is working, should help the time go more smoothly.

Naps and bedtime should be at a set time.

Children dislike hurry. Parents should check their words and body movements for signs of unnecessary rushing, which can make a toddler unsettled or frustrated.

If parents are playing with their child, callers should be told their call will be returned later in the day. If a child's time with his parents is respected, it is more likely the child will respect the parent's time alone.

Including the different types of play described on p. 235 will make a day more interesting as well as successful.

How Spouses Play with Their Toddler

Parents need to think about how they play with their toddler and how their spouse plays with the toddler. They should note what they both enjoy doing with their toddler and what types of play work well.

Children do not seem to be bothered by different parental play styles; they come to accept the differences and enjoy them. Parents who play in very different ways are still providing for their child's development.

Some children cannot tolerate a high level of stimulating play for too long a period of time.

Parents need to be aware of the point at which play becomes too stimulating, and stop.

It is beneficial if both parents participate in active and quiet play with their child, even though they may prefer one of the types of play.

What Children Learn and Obtain from Play

Refer to the section of the handout on p. 237, "Learning Through Toddler's Play."

In active play, children develop their physical selves. They learn bodily control, running, pushing, pulling, and throwing. They also develop hand-eye coordination, the concept of left and right, bodily feel, and an awareness of spatial relationships.

Play helps toddlers begin to fit themselves into the social world. People who are important to toddlers will begin to figure in their play.

Play helps toddlers begin to develop their powers of concentration. They have a natural urge to explore and discover and learn about the material world—sand, water, soft, hard, rough, liquid, solid, and so on—as they are able to study objects for longer and longer periods of time.

Toddlers learn about adult roles through imitative play. They talk and practice their language as they play.

Play affords toddlers an opportunity to use their judgment.

Play leads toddlers into later work with academics.

Play provides toddlers with opportunities to develop their creativity.

Play puts toddlers in a position of power—they are in charge of what they do while they play.

How to Stimulate a Toddler

Parents should let their toddlers lead them. Children will show parents what they are capable of handling, and it may not be what parents expect.

Children need to be talked to. Parents should label, repeat, talk about what they are doing.

Children should be allowed to do things for themselves when they are ready.

Toys should be appropriate for a child's style and developmental level. Children should not be required to play with toys that are too frustrating for them to handle, even though parents feel such toys will raise the child's intellectual level.

Toys that are too sophisticated can make a toddler feel inadequate.

Experience with large-motor activities can help toddlers to gain confidence in their bodies. Play environments should be big enough to move around in.

Children need to be taught so they can learn how to explore their environment on their own. Parents should expect and encourage toddlers to solve as many problems by themselves as they can.

Parents should provide their children with sensory experiences—touching, smelling, feeling, talking about sizes, shapes, and colors.

Reading to a Toddler

Parents should read to their child as soon as they can hold him in their lap.

When parents read to toddlers they should keep the following considerations in mind:

- Don't demand that your toddler sit and listen. Allow him to point and call out.
- When your child does not want to sit still any longer, stop reading to him and let him get up.
- Hold your child on your lap or on your right when you read to him. Make reading time cozy, warm, and calm, and instill it with love and a sense of caring.
- Read yourself. Your child will model you.

Handouts

The lengthy handout included in this section focuses on helping parents formulate a philosophy of play, obtain a working knowledge of the skills and learning play provides, and understand the necessities for a healthy play environment. The titles of the sections are "Some Developmental Motor Skills," "Play Environment," "Types of Play," "Developmental Goals for Toddlers," "Buying Toys," "Play Guidelines," and "Learning Through Toddler's Play."

HANDOUT

PLAY AND LEARNING

(15–24 months)

Some Developmental Motor Skills

Large-motor skills

— climbing up on many things - around 1½ years*
— some ability to come down slide - 1½ years
— walking backwards - around 1½ years
— riding wheeled kiddie car (TykeBike, ATV Explorer) - around 1¾ years
— walking upstairs: still bringing both feet to each step - around 1¾ years
— running - around 2 years
— jumping - around 2 years
— walking downstairs: still bringing both feet to each step - around 2½ years
— tricycle riding - beginning skills about 2½ years

Small-motor skills

— making purposeful marks with crayon - around 15 months
— throwing and kicking ball with increasing interest but little skill - around 15 months
— scribbling but may go off page - around 1½ years
— putting puzzle piece in round hole - by 1½ years
— building 2-block tower - around 1½ years
— turning pages of book (several pages at a time) - around 1½ years
— beginning to hold book right-side up - by around 1¾ years
— turning doorknob - around 2 years
— stirring - around 2 years
— unscrewing small lid - around 2 years
— looking selectively at pictures - around 2 years
— scribbling confined to page - by a little over 2 years
— beginning to snip with scissors - by around 2½ years
— beginning to string beads - by around 2½ years

Play Environment

Outside

The outside play environment needs to be safe. It should be set up so the child can be there without continual supervision. It should be a good place for exploring, running, climbing, and jumping. This is the place for the toddler to have some friends. A sandbox, climbing equipment, balls, and a place for water play in the summer make the outdoors a happy place.

Inside

A set of shelves that the child can reach easily is a good way to accommodate the toys the toddler is using. If you have many small items, it may help to place them in buckets. For example, a bucket of cars, a bucket of little people, or a bucket of cardboard rolls. This helps the child to carry the items from room to room and have a place for the numerous small pieces.

A small table and chair set is useful for the toddler, especially if there is room for it in the kitchen. There it can be used for eating as well as for cooking projects, art projects, reading, and games.

The older your child becomes, the more toys with small pieces, such as puzzles and nesting cups, he will probably acquire. It seems that a special place is needed for such items and for arts and crafts materials as well. A high shelf or closet

---

*By the age listed, most children have accomplished the particular skill. Remember, though, that children differ from each other in their patterns of gaining abilities.

PARENTMAKING: A Practical Handbook for Teaching Parent Classes About Babies and Toddlers by B. Annye Rothenberg, Ph.D., Sandra L. Hitchcock, Mary Lou S. Harrison, and Melinda S. Graham. Copyright © 1981 by The Banster Press, P.O. Box 7326, Menlo Park, CA 94025.

space helps to keep toys with many pieces under your supervision.

If your child likes to follow you from room to room, it helps to have several toys or "special" items about that he can play with in that room. It's fun to find toys in places other than where they are usually kept.

When you need time for yourself, perhaps when getting ready to go out for the evening, it helps to have a "special" box filled with items that you can get down from a high shelf. As you dress, the child might have a special box of "jewels," a special doll, or a special book to capture his interest.

Some toys that help develop large-motor activity can be used inside the house. These could be a walking board, small slide, big balls, pillows, a punching clown, or a Wonder Horse (wheeled riding toy).

Types of Play

Large motor

- climbing, sliding: ramps, furniture, small jungle gym
- jumping: table leaf with phone books 8" off floor
- crawling: cut-out large cartons
- ride-on vehicles: TykeBike; ATV Explorer; jumphorse (Wonder Horse)
- pull-toys: small wagon; those that are pulled by a string
- walkers: pushing furniture, etc.; corn popper
- running
- building: (mostly knocking down)

Small motor

- throwing: ball (Nerf or whiffle); foam blocks; bean-bag
- put-together: pots and pans, simple puzzle, ball inside ball; take-apart-pop-it beads; Legos; coffee pot; lock and key; little dolls that fit in round holes
- nesting: cans, bowls, round cups
- filling and dumping: junk mail into oatmeal carton; large ice cream container; carrying basket or pail of things; emptying drawers
- pounding: pounding board (plastic hammer)
- stacking: rings on wooden dowel; round cans
- building: 1" blocks
- noisy toys: turning switches; small cars and trucks with wheels
- screwing lids: lids on jars (baby food jars)
- sorting: shape-sorting box

Messy play

- sand: pail, shovel or spoon; cups; later, a dump truck; use cornmeal in winter
- water: sprinkler can outside; tub, sink inside
- dirt

Surprise toys (the unexpected happens)

- surprise box
- telephone pop-up
- jack-in-the-box (music box also)
- toys with strings where something happens when you pull them
- flashlight, bells, buzzers

Imitation-social play

- dress-up: hats (soft, with brim); beads; goggles or glasses; gloves
- help in kitchen: mop, broom, etc.; setting table; cooking
- toy telephone
- dolls; stroller; stick horse
- plastic tools
- working in the yard: using a hose or watering can
- putting things back in their place

Dance, music

- rhythm instruments
- listening to music; dancing
- songs such as "Ring Around the Rosy"; "Pop Goes the Weasel"

Crafts (table and chairs)

- play-dough
- crayons
- chalk (outside)

Concentration/language activities (lots of relating with parents)

- reading: catalogs, books (if child holds them, use cardboard or cloth); may try to take out picture or not recognize it; scrapbooks
- talking: about opposites; quality of objects; hot-cold, slow-fast; time words; (parts of body; what they're doing; uses of objects)
- singing
- playing games: Pat-a-Cake; This Little Piggy

Security objects

- blankets, cuddly animals or dolls; bottles

Developmental Goals for Toddlers*

1. hammering, pounding
2. touching, fingering
3. turning pages
4. looking, inspecting
5. emptying and filling
6. opening and shutting doors
7. stacking and knocking down
8. twisting knobs, dials
9. bouncing, rolling, and retrieving
10. crayoning
11. crawling under and through
12. pulling drawers in and out
13. dropping objects
14. pushing and pulling
15. running
16. throwing
17. jumping
18. climbing into, under, and over
19. hitting and punching
20. kicking

---

*Taken from Sutton-Smith, Brian and Sutton-Smith, Shirley, *How to Play with Your Children* (New York: Hawthorn Books, Inc., 1974), pp. 73-75.

Buying Toys

1. Consider your child's age, development, temperament, likes, and dislikes when buying him a toy. When there is an age range listed for the toy, take the average of the two points as being the best age for using the toy. For example, if the age range suggested on the box is from two to five years, the three- to three-and-one-half-year-old is likely to get the most use out of this particular toy.

There is seldom a perfect toy. One could look for this toy for an entire lifetime. A friend's child may play with a toy for hours, but it does not mean the same toy will interest your child.

2. Often the best play materials are not what are generally called toys. They can be found at the hardware store, dime store, garage sales (measuring cups, keys, old clothes), and at home (big boxes, milk cartons, paper rolls, foil paper).

3. Try to buy toys that will last a long time. Delicate items that break easily are frustrating to a child. Consider how your own child handles toys: Is she rough or gentle in her play? There may come a point when you wonder if your child is playing with a toy or destroying it. When this thought comes to mind, determine if the toy is too difficult or too easy to play with or if the toy is frustrating or boring to your child. If a toy is being banged and tossed around it is better to put it away and find something your child can bang, throw, and dismantle.

4. It is usually better to buy a toy that can be used for more than one purpose. Some examples of this type of toy might be blocks, boxes, buckets, or "little people."

5. The majority of toys should not be bought on impulse. You should decide what to buy ahead of time, taking into consideration your child's current interests as well as other toys he has at home. For example, if your child has a riding toy, does he really need another one? Consider what categories of toys your child does not have and what he might enjoy in these categories.

Play Guidelines

Exploring. Toddlers need a chance to do a lot of exploring. They learn the basic properties of many objects through their first year of exploration, and in their toddler year, they want to know how you can use all these things.

Toys. Too many toys to choose from and a big jumble of toys can be very confusing for a child and decrease her attention span. Toys can be placed on shelves (probably preferable to a toy chest); difficult-to-use toys should be limited; "non-toys" can be included; toys can be rotated and moved around from time to time to keep play areas more interesting (borrow toys from friends and loan them some of yours).

Learning. Help a child develop his attention span by letting him play as long as he's interested in something. Expect and encourage him to solve as many problems as he can for himself. Some frustration is necessary for learning, so sometimes when you help, try to help only part way and do your part slowly so the child can learn from what you're doing. When you use his toys, don't always do everything fast and "right." Children enjoy seeing grown-ups making mistakes once in a while. Show your child some ways to use materials but, of course, he'll use the materials in his own way much of the time. Use your sense of humor to help develop his.

Balance. Remember to think about your whole day: Have you and your child had enough change of scenery for that day; gone any place? Has your child had time to be indoors and outdoors; time for energetic play and relaxing play (like baths); time to play by herself, with you, with other children?

Learning Through Toddler's Play

1. Involves himself in the mastery and manipulation of objects and toys and how they affect the environment. This is the toddler's chance to control his environment. When he is successful he is very pleased with himself.
2. Explores new things. He is curious! Touching, tasting, smelling, and observing take much of his time. He also discovers new toys and finds new ways to use "old" toys. He is beginning to find patterns in how things work and ways to break the patterns.
3. More concerned with how things are used than with how things work. Children at this stage are not ready for the more abstract "how" and "why" questions.
4. Understands what he sees and can touch.
5. Enjoys climbing and other big-muscle activity. He is working on body control.
6. Enjoys carrying items about, sometimes in one hand but more often in both hands. It's fun to bring a part of you wherever you go.
7. Likes filling, emptying, and refilling cups, pans, and so on. This marks the beginning of an understanding of more and less.
8. Wants to see what things fit inside of others. He is beginning to see size relationships (key into locks, simple puzzles, nesting toys).
9. Likes things to have an order and a place. This helps him to begin to categorize things about him.
10. Enjoys looking at books, turning the pages (several at a time), and pointing out objects in the book. This is the beginning of representational learning.
11. Interested in imitative play (enjoys keys, brooms, purses, etc.). He is learning adult roles.

6

LANGUAGE DEVELOPMENT[1]

background/preparation

Goals to Work Toward in Presenting This Topic

Parents are eager to learn about the language development that takes place during the toddler stage and how they can help to stimulate it in their own child. Though the majority of parents seem to accept the way and pace in which their child is gaining language, a few are anxious. Parents can become more relaxed about language development when they realize the wide range of what is considered normal and when they hear how other parents of toddlers are coping with their inability to always understand their child.

The goals for this discussion are: (1) to inform group members about what can be expected from toddlers in the area of language development; (2) to help parents learn ways to stimulate their child's language development; (3) to help parents determine what to do when they feel their child's language is not developing at the proper rate.

Typical Parental Interests and Concerns About This Topic

1. I do not have any concerns about my child's language development but I would like to know how toddler language develops.
2. What should I do when my toddler mispronounces a word?
3. What are some ways I can encourage Matthew to talk instead of pointing or using his own words?
4. My friend's 19-month-old daughter uses many words and *my* child isn't speaking yet.
5. When my toddler wants something, I usually cannot understand him, and he and I get very frustrated.
6. My child has started to stutter in the last few weeks.[2] What could this be due to? Do you think he'll just grow out of it?

---

[1] This topic can be used in both the toddler (15-24 months) and two-year-old (two- to three-year-old) classes.

[2] This concern is especially expressed by parents of two-year-olds.

Areas of Information You Will Need to Learn About to Teach This Topic

- How language develops from infancy through the pre-school years.
- The norms for and range of language development.
- Various ways parents can work with their children to help them develop their language.
- What to do when children mispronounce words.
- How to help the toddler who points but cannot use words to tell what he wants.
- How to teach children new words.
- What to do if a child begins to stutter.
- What a family can do when their toddler is not talking at all.

Family Dynamics—What This Topic Means Psychologically to Parent and Child

When parents have a toddler whose language is well developed, they feel very proud and think that perhaps their child is very bright. When parents have a toddler who has little language, they wonder how bright the child is, and often feel guilty that they have not helped him enough. Each time the latter parents encounter a toddler who is more verbal than their own, they feel uncomfortable. Parents often cannot understand what their toddler is saying and feel frustrated and guilty that they do not know what he means. Some parents get very tense and try too hard to develop their child's language instead of letting it grow more naturally.

It is easier for the toddler who has more language to deal with his world because he can make his wants and desires known. The toddler with a limited vocabulary, however, can become frustrated because it is more difficult for the people around him to understand his thought processes. That toddler knows what he is trying to express and often gets very upset when people don't respond to him.

Sample Concern of Parents

Concern	*Critical Issues*
Daniel seems to be able to understand a great deal and has since he was much younger. But he has shown little interest in spontaneously using words. I have not really been concerned about it nor have I made any special effort to "teach" him. I may be inhibiting him by anticipating his needs and understanding his gestures.	—Parent comfortable with child's receptive language. —What should be expected from a toddler this age? —What verbal vocabulary does the toddler have? —Is there a need to stimulate a toddler's language development? —Parent's guilt over possible role in child's lack of language development.

Key Questions

1. What, in detail, is your child's expressive language like?
2. What kind of vocabulary do you feel your child should have?
3. How do you work with your toddler's language development at home?
4. What do you feel you have done well with in the area of language development and what mistakes do you think you have made?
5. When do you feel you should try to figure out your toddler's needs and when should you let him try to tell you what he needs?
6. How does he tell you what he wants?
7. Does he play with language in his crib?
8. Does he interact with people, verbally or otherwise?
9. Is your TV or stereo always on? (A lot of background noise makes it hard for a toddler to distinguish sounds.)
10. How much do you talk with your child?

Readings and Other Resources

Ames, Louise Bates and Ilg, Frances L., *Your Two-Year-Old* (New York: Delacorte Press, 1976), pp. 54-61, 67-71.

*Caplan, Frank and Caplan, Teresa, *The Second 12 Months of Life* (New York: Grosset & Dunlap, 1977), pp. 122, 142, 164, 182, 200, 216, 238, 280, 300.

Early, George H. et al., *Growing Child* (Lafayette, Ind.: Dunn & Hargitt, 1980 [updated annually]), 15 through 36 months issues.

*Katz, Susan, "Is Your Toddler's Language Delayed?" *American Baby* (August 1977), p. 16.

Lang, Cynthia, "Baby Learns to Talk," *Parents' Magazine* (October 1972), p. 45.

Leach, Penelope, *Your Baby and Child* (Westminster, Md.: Alfred A. Knopf, 1978), pp. 355-363, 414-421.

Moon, Candace, "When Your Child Stutters," *American Baby* (March 1977), p. 32.

*Pushaw, David, *Teach Your Child to Talk* (Fairfield, N.J.: CEBCO/Standard Publishing, 1976), pp. 79-151.

teaching/presentation

Homework

The homework for language development asks parents to spend time thinking about how they encourage their toddler's language development so they can later share their methods with the group; some parents are using techniques to develop language that other parents have never considered, but might enjoy learning about. The homework assignment also helps parents to focus on their concerns and the usual sequence of events in language development.

Practical Suggestions or Strategies for Teaching This Topic

The language development discussion goes best if you structure it around the questions group members have. Some groups may have few questions, however, and only want to hear about the norms of development and how other families are encouraging language skills.

Depending on the questions group members have, you may want to first discuss the normal sequence of steps and the norms for language development, stressing that a child's future academic success is not indicated by the rate at which he develops effective language skills. Then it will help to give examples, if you can, of children you know who developed language early and some who developed language later and describe how they are doing as pre-school or grade school children.

Be sure that the language discussion is non-competitive. If a parent is worried about her toddler's language and the other group members have made it sound as if they have children with superior language skills, the parent will remain quiet. If you think a parent is worried about a language-related area and she does not speak up in the group, talk with her after class or arrange a time to call her.

Handouts (see p. 244) can be used in a variety of ways: as a lead-off for discussion, as a summary, or as additional information.

HOMEWORK

LANGUAGE

(15–24 months)

1. How do you and your husband help your toddler with language development?

2. What do you find frustrating in your toddler's language development? How do you handle this?

3. List any concerns you have about your child's language skills.

Parent's name ______________________________ Date __________ Child's age ______

PARENTMAKING: A Practical Handbook for Teaching Parent Classes About Babies and Toddlers by B. Annye Rothenberg, Ph.D., Sandra L. Hitchcock, Mary Lou S. Harrison, and Melinda S. Graham. Copyright © 1981 by The Banster Press, P.O. Box 7326, Menlo Park, CA 94025.

Mini-lecture and Lead-off Questions for Discussion[3]

Sample mini-lecture

You can use the section of the handout entitled "Language Development" (see p. 244) as a guide and tell parents the kinds of toddler language development that can be expected.

Lead-offs

For How to Encourage Toddler Language Development. Ask the parents to discuss how they stimulate their toddler's language development at home. This is a particularly effective technique if the group members get along well and are not competitive.

For Parental Interests and Concerns. Ask the group how many of them have toddlers who point to what they want and become frustrated when their meaning is not understood. Then ask the parents to describe what occurs. This query generally results in humorous anecdotes and gets the parents started with their own questions and concerns.

When you feel you have answered and worked on all of the group's questions, review your notes for points that have been left out and ask the parents if any of these areas interest them. Sometimes group members have questions in the back of their minds that need to be brought to the surface.

Additional Information for Parents

What Can Be Expected
in Toddler Language Development

- Refer to the information in the handouts on p. 244 and p. 246.
- The norms for vocabulary size are:
  1 year — 1 to 2 words
  1½ years — 10 words
  2 years — 50 to 100 words or more
  2½ years — 200 to 400 words or more
  By 3 — 500 words or more
- If a child is not talking at all by his second birthday, most authorities advise consulting a specialist.

Stimulating a Child's Language Development

- Refer to the information in the handout on p. 244.
- Parents can stimulate development by responding in any of these ways when their child talks to them:
  - — Smiling.
  - — Repeating what is said and expanding on it.
  - — Answering the question.
  - — Repeating the word and giving the child what was asked for.
  - — Not talking baby talk.
  - — Making good eye contact, bending down or sitting down while speaking.
  - — Not interrupting.
  - — Having fun with language—humor is a great stimulator.

When a child does not say a word correctly[4], parents should repeat very casually and in the correct form what was said. Doing this enables the child to hear the correct pronunciation and lets you and the child know if you are understanding what he has said.

When a toddler points to instead of says what he wants, parents should:

Not anticipate his needs. Instead they should hold back and give him a chance to gesture, point, and talk. Then they should ask, "Do you mean the blender? The toaster? The fork?" Parents should touch each object as they say its name and speak slowly and clearly.

Use the "show me" method. Parents should let the child lead them to whatever he is talking about.

---

[3] Further information for conducting the discussion can be found in "Additional Information for Parents."

[4] Faulty articulation is the rule rather than the exception for toddlers—they can't always get the right sound in the right place. Sounds in the middle and at the ends of words are missed more frequently than those at the beginning. The section of the handout on p. 246 lists the sequential development of sounds and when they are normally mastered.

Once they see what he means, they need to talk about it with him. This kind of action stimulates language development in a secure and warm environment.

After a toddler tries to ask for and find something, parents should help him find it. They should repeat the name of the thing being sought, perhaps *water*, in a sentence as they begin to look: "Oh, you would like some water." Then they should talk about water during the course of the day, let the child drink some, and talk about it again when it's in use, perhaps during the child's bath.

Teaching New Words

When teaching new words, parents need to know that they should:

— Not add to a child's vocabulary until he is ready.
— Give a child the name of a word only when he asks for and needs to use it—not before.
— Teach words in context. Adjectives help children to know what words mean.
— Say words slowly and clearly and establish eye contact when they speak.

Children want to learn words that are important to them. Toddlers will want to learn words for body parts, food, eating utensils, clothing, and favorite toys.

When a Child Does Not Talk

- Be sure the child has receptive language. Is he able to follow directions?
- Talk to the child with simple words in a friendly manner.
- Give the child opportunities to be around other children.
- Encourage him to ask for things by name; do not anticipate all his needs.
- Parents should consult a specialist if the lack of speech is upsetting to them.

Handouts

The three handouts deal with different aspects of language development and provide a summary of and an addition to the detailed information presented in class. The first handout is "Language," which includes sections on Toddler Development (15 to 24 months), Helping the Toddler with Language Development, Two-year-old Development (Two to three years), and the Sequential Development of Sounds. The second handout is "Language Concerns" and includes sections on Possible Speech and Language Problems, and Normal Non-Fluency. This handout is useful in classes dealing with children from about 15 months of age through the pre-school years. The last handout is "Preschool Language" and includes sections on Language Help at Home and A Guide for Parents. This is useful in classes dealing with children from two years of age through the pre-school years.

HANDOUT

LANGUAGE

(15–36 months)

Toddler Development

Language development differs with each child. The *rate* at which a child acquires new skills and the way he *learns* about language will be unique to him. Some of the steps in language development that a child uses between the ages of one and two-and-a-half are listed below, roughly in chronological order.

From *one to two years* the child:

- Knows much more about the world than he has words to express this knowledge.
- Can obey simple commands such as "Come," "Go," "Open your mouth";
- Will give you something upon request, such as a toy, ball, or food.
- Uses single words meaningfully. When the toddler says the word *ball*, he might mean, "Where is the ball?", "I see a ball," or "Give me the ball."
- Has a vocabulary associated with his experiences, things, and people important to him.
- Will mix real words with many words that have no real meaning.
- Talks to himself as much as to others.
- Can indicate his wants with a word or gestures and a vocalization.
- Can point to objects when their name is stated.
- Points to his eyes, mouth, nose, and feet when named by someone else.
- Talks about what he can see and what he is doing, but does not talk about the past or future.
- Will acquire verbs and adjectives after knowledge of some nouns. May say, "All gone," "More," and "Hot."
- Enjoys imitating the sounds of cars, animals, and horns.
- May refer to himself by name rather than by a pronoun—"John do it."
- Begins to use pronouns in the order of me, you, and I.
- Will ask you to name objects.
- Starts to make two-word sentences.
- Will practice his language in bed.
- Imitates your language.
- Talks much less in a group setting.

From *two to two-and-a-half years* the child:

- Usually has rapid speech acquisition if this did not happen between 18 months and two years.
- Says the same thing over and over.
- Talks more when playing by himself.
- Enjoys saying parts of songs and rhymes.
- Has speech that shows interest in himself: "Give me a cracker," "Me do it."
- Does NOT have fluent articulation; sounds at the middle and ends of words are missed most frequently.
- Acquires verbs that match his actions: "Climb up," "Slide down."
- Begins to use time-related words: day, night, now, first.
- Uses longer sentences with nouns, verbs, and adjectives.
- Is word hungry!
- Asks many, many questions.

Helping the Toddler with Language Development*

1. As you talk with your child when she's this age, keep these ideas in mind:

---

*Adapted from *Teach Your Child to Talk*, by David Pushaw (Fairfield, N.J.: CEBCO/Standard Publishing, 1976).

PARENTMAKING: A Practical Handbook for Teaching Parent Classes About Babies and Toddlers by B. Annye Rothenberg, Ph.D., Sandra L. Hitchcock, Mary Lou S. Harrison, and Melinda S. Graham. Copyright © 1981 by The Banster Press, P.O. Box 7326, Menlo Park, CA 94025.

- Use simple, clear, slow speech.
- Prepare her for the future by talking about what you're going to do before you do it, while you're doing it, and after it's all over.
- Start with words that are useful—foods, body parts, clothing, toys, family names.
- Make her feel that she is part of what is going on and not just an observer.
- Talk with her and give her a chance to add her two cents' worth, even if you can't understand it. Listen to what she says and make her feel that what she says is definitely important.
- When using new words, make sure she can see the way you're saying them as well as be able to hear them.
- Do not expect or demand perfection.

2. There are two ways to talk with your toddler—self-talk and parallel talk.

- Self-Talk. Talk out loud about what you are hearing, seeing, doing, or feeling when your child is nearby. Let her know there are words to describe all sorts of activities and feelings. The things adults take for granted are new adventures to young children. For example, as you are hanging up clothes, dusting the furniture, or washing the car, talk about the things you are doing. Be sure to talk slowly and clearly and use simple words and short phrases.
- Parallel Talk. Parallel talk involves talking about what is happening to your child. Use words that describe what she is doing, seeing, hearing, or feeling. This gives her words to think with. She will use them later when she wants to talk about similar things.

3. Listening is a skill that you can continue to help your child develop. She needs to understand what she hears. Call her attention to sounds, then show or explain to her what made them. Good examples of sounds that can be called to her attention are noises of engines running, trucks braking, dogs barking, or birds singing. Make it a game: "Can you hear that noise? What is it?" Then help her answer the question by showing her what it was. Many activities can help build listening skills. Here are a few:

- Give your child directions, such as "Bring me the ball." Each time, make it a different object, something that is familiar to her. Praise her accomplishments and be sure to use parallel talk.
- Try the tune "Here We Go 'Round the Mulberry Bush" and add your own lines, such as, "This is the way we wash our hands, wash our hands, wash our hands. This is the way we wash our hands so early in the morning." Other short phrases, like "eat our soup," "comb our hair," or "brush our teeth" can also be used. Show your child how to act out each new line.
- Let her listen to people on the telephone. Let her say a few words back. Children this age are curious about voices on the telephone but say very little themselves until they become more familiar with the phone.
- Play "Follow the Leader." Children in the family or your child and her friends can line up and the leader can give directions, such as, "Pat your head," "Clap your hands," or "Go behind the chair."
- Encourage her to play "Ring Around the Rosy." This is a good listening game. If there are older children, they can help teach the younger ones.
- "Hide and Seek" is a game that little children usually enjoy. Call to your child from your hiding place if she takes too long to find you. This is another good time to use parallel talk as she tries to find the people who are hiding.

4. Read to your child. Sometimes the toddler likes you to read by simply stating the name of an object seen on the page. Often she will try to repeat what you say and point to the picture herself. She may enjoy having the same story read over and over. Rhymes and poetry also contribute to language development; finger plays are enjoyed by the toddler and older children.

5. Give your toddler practice in following directions. Have her point out her own body parts as you say, "Where are your eyes?" "Where is your nose . . . mouth . . . hair (and the other parts)?"

PARENTMAKING: A Practical Handbook for Teaching Parent Classes About Babies and Toddlers by B. Annye Rothenberg, Ph.D., Sandra L. Hitchcock, Mary Lou S. Harrison, and Melinda S. Graham. Copyright © 1981 by The Banster Press, P.O. Box 7326, Menlo Park, CA 94025.

Be sure not to demand the answer. If she does not know the answer, show her.

Be aware of the fact that all children of this age mispronounce words and articulate some words in different ways. This is because their verbal abilities are not fully developed; most errors will correct themselves as the child grows older. Not until three years of age can you expect most children to be able to correctly pronounce words that contain the following sounds: m, n, ng, p, f, h, and w. (It can be useful to repeat what you thought you heard your child say just to check that out with her—and then you can pronounce her word correctly; don't talk baby talk.)

6. Add to your child's vocabulary when she is ready; when she wants and needs a word, tell it to her. When your child is not interested in learning new words, stop for a while. Encourage your child to make words or sounds for what she wants rather than just allowing her to point.

7. If your child is not talking, some useful approaches might be to: talk with her using simple words and a friendly manner; give her chances to be around other children and to hear and to participate in their interaction; and encourage her to ask for things by name.

8. *Relax* and enjoy talking with your child and be interested in what she's saying.

Two-year-old Development

Language development differs with each child. The rate at which a child acquires a new skill and the way he learns about language will be unique to him. Some of the steps in language development are listed below, roughly in chronological order.

From *two to three years* the child:

- Usually has rapid speech acquisition if this did not happen between 18 months and two years.
- Says the same thing over and over.
- Talks more when playing by himself; talks much less in a group setting.
- Enjoys saying parts of songs and rhymes.
- Has speech that shows interest in himself: "Give me a cracker," "Me do it."
- Does NOT have fluent articulation; sounds at the middle and ends of words are missed most frequently.
- Acquires verbs that match his actions: "Climb up," "Slide down."
- Begins to use time-related words: day, night, now, first.
- Uses longer sentences with nouns, verbs, and adjectives.
- Is word hungry!
- Asks many, many questions—why, how, how come, etc.
- Understands longer sentences and some simple stories in books.
- Often asks a question because he wants it asked of him.
- Uses plurals.
- Use of his long-term memory becomes more apparent in his speech.
- Uses sentences with two parts, suggesting the relationship he sees between two events.
- Wants to know more about colors and numbers.
- Learning word opposites, but mixes them up.

Sequential Development of Sounds

*Age**	*Sounds*
3	mmm, nnn, ng, f, p, h, w
4	y, k, b, d, g, r
4½	sss, sh, ch
6	t, v, l, th
7	zzz, zh, j
8	wh

---

*The following ages are those by which most children have mastered the sound in question. In addition to these sounds, most vowels are expected to be mastered by three years of age. The information presented here is based on the Development of Speech Sounds chart in Harris Winitz's *Articulatory Acquisition and Behavior* (New York: Meredith Corporation, 1969), p. 49.

PARENTMAKING: A Practical Handbook for Teaching Parent Classes About Babies and Toddlers by B. Annye Rothenberg, Ph.D., Sandra L. Hitchcock, Mary Lou S. Harrison, and Melinda S. Graham. Copyright © 1981 by The Banster Press, P.O. Box 7326, Menlo Park, CA 94025.

HANDOUT

LANGUAGE CONCERNS*

(15 months–5 years)

Delayed Speech and Language

When Is Speech and Language Delayed?

We know that all children do not talk at the same age, but most children begin to use simple words when they are about 15 months old. Usually by the age of three, they are using fairly good speech. If speech has not developed satisfactorily by this time, parents should consult a speech pathologist to see what is causing the delay.

This late development in talking is known as delayed speech and language. It can be caused by many factors, including hearing loss, slow development (retardation), emotional problems, poor environment, lack of speech stimulation, frequent or prolonged illness, etc. Most of the time the child is normal in all areas except for speech and language development.

What Is Delayed Speech and Language?

Delayed speech and language is often no speech at all; grunts and gestures may be used as a method of communicating. The child may use only single words. Sentences, when present, are often incomplete or of poor quality. The child may have difficulty following directions or understanding speech.

If the child has speech it is usually very difficult to understand. In addition to the fairly common habit of substituting one sound for another (wake/lake), the child often omits a number of sounds (up tai/upstairs). Often, too, the words are so distorted that one must guess at their meaning. In this type of speech, the child may lack coordination of the lips, tongue, jaws, and soft palate.

The speech pathologist evaluates the child's speech, language, and hearing, attempts to find and remove, whenever possible, the cause of the speech difficulty, and institutes a program of speech and language training when indicated.

Helping the Child with Delayed Speech and Language

The speech pathologist will make suggestions to the parents for improving speech and language development at home. Sometimes nursery school placement will be recommended along with, or in place of, speech therapy.

There is much the family can do to help speech and language development, even when the child is receiving speech and language therapy.

Possible Speech and Language Problems

Referral for a speech and language evaluation should be made if difficulty in any of the following areas is noted:

1. The child is not talking *at all* by the age of two, i.e., doesn't say "ma-ma" or "no," etc.
2. He is still not using two- to three-word sentences by the age of three.
3. His speech is largely unintelligible after the age of three.
4. The child is leaving off many beginning consonants after the age of three.
5. Sounds are more than a year late in appearing in the child's speech according to their developmental sequences.
6. The child uses mostly vowel sounds in his speech after the age of three years.
7. His word endings are consistently missing after the age of five.

---

*Reprinted with the permission of the Speech Pathology and Audiology Department, Fairmont Hospital, San Leandro, California.

8. Sentence structure is noticeably faulty at the age of five.
9. He is making speech errors after the age of seven.
10. The child is noticeably non-fluent.
11. Voice is a monotone, too loud or too soft, or of a poor quality that may indicate a hearing loss.
12. Voice is too high or too low for his age or sex.
13. The child sounds as if he were talking through his nose, or as if he had a cold all the time.
14. His speech has abnormal rhythm, rate, and inflection after the age of five.
15. The child is having learning problems in school, especially with reading and writing.
16. He is embarrassed and disturbed by his speech at any age.

Normal Non-fluency

This section discusses one of the phases of normal speech development—"normal non-fluencies"—and offers suggestions for helping the child during this period.

During the early years of language development, there are times when a small child finds it difficult to talk. He often repeats sounds, words, or phrases and sometimes has difficulty in getting words out at all. This usually occurs during periods of stress, excitement, illness, or rapid language development. Since this is a normal part of growing up, and the child is getting the feeling of speech, his attention should not be directed to his manner of speaking. Those in his environment should not become too concerned and try to correct him with such remarks as "Say that over again," "Say that without stuttering," "Take a deep breath," "Slow down," or similar well meant, but frequently harmful advice. If his attention is called to his way of speaking, he is likely to feel that his speech is different from that of others. He might begin to react in ways that may cause serious trouble in speaking. He may hear himself labeled a "stutterer" and begin to think that his way of talking is very wrong and unacceptable.

Recommendations

To aid those in the child's environment in handling the child during speech development, we recommend the following:

1. Keep the child in as good physical condition as possible.
2. See that he gets plenty of rest.
3. See that his meals are regular and well balanced.
4. Let him choose which hand he wishes to use.
5. Make the home situation as pleasant as possible by avoiding friction and conflict in his presence.
6. Avoid comparisons between him and other children.
7. Make certain you are not expecting too much or setting too high standards for a child of his age and ability.
8. Eliminate emotional strain and undue excitement as much as possible.
9. Accept his way of talking without showing disapproval, fear, embarrassment, irritation, or surprise. Advise all relatives, friends, and acquaintances to do likewise.
10. Let him talk without interrupting him and without making suggestions as to how he should speak.
11. Give him time to express himself without supplying words.
12. Encourage him to take part in all school and family activities without forcing him to speak or "show off."
13. Find ways to make talking a pleasant experience for him. Games, rhymes, and stories may be used to encourage speaking.
14. Remember that easy repetitions and prolongations are normal in the speech of young children and should not be called "stuttering."

HANDOUT

PRESCHOOL LANGUAGE*

(2–5 years)

Language Help at Home

1. Build your child's self-confidence by praising him for his successes, no matter how minor. Don't compare him to other members of the family or friends.
2. Talk to him about his ideas, opinions, and experiences. Let him know that you consider his thoughts and experiences important.
3. Read stories to your child and ask him questions as you read. For example, "What do you think will happen next?" "Why did the children go into the house?"
4. Take your child on planned trips. Point out road signs, places, and things of interest. Encourage him to talk about what he sees.
5. Build on what your child already knows. Make references to objects or experiences that he is familiar with. Tell him stories based on his experiences.
6. Develop your child's vocabulary during family activities. For example, when in a department store, point out the elevator, sales person, money.
7. Demonstrate the meaning of words. Hop while saying "hop," hold a book while saying "book."
8. Discuss colors, shapes, and sizes. Ask your child to point out similarities and differences. "What color is this apple?" "Which pencil is longer?" "Who is taller, Mommy or Daddy?"
9. Work on rhyming words. Have your child select one word from a series that does not rhyme. "Hay, play, top, say. Which word is different from the others?"
10. Work with words that start with the same sound. Have your child choose the word that does not start with the same sound. "Man, mother, house, mouse. Which word starts with a different sound?"
11. Encourage your child to discriminate between pictures. "Which picture has more people?" Show him pictures of varying numbers of animals and talk to him about what he sees. Ask him simple questions, such as, "This paper has a picture of one dog, doesn't it? How many dogs are there on this paper? Are there more dogs here than there?"
12. Play simple games to help your child develop memory. Show him three objects, have him turn away, remove one, and then ask him which one is missing.
13. Talk with your child about the position of one object in relationship to other objects. The food is *in* the refrigerator. The pencil is *on* the table. The ball is *under* the chair. Play games where your child is asked to put the block in the box, under the table, behind the chair, etc.
14. Let your child practice coordination between eyes and hands through tracing, coloring, cutting, pasting, and working with clay. Have him feel, hold, and trace familiar shapes, including squares, triangles, rectangles, circles, and ovals. Ask your child to draw pictures and cut them out. Have him assemble puzzles. Draw an incomplete picture and ask your child to fill in the missing part.
15. Encourage your child to speak in complete sentences.
16. Encourage your child to watch television programs with educational value. Discuss these programs with him.
17. Check your child's physical condition periodically. Pay particular attention to hearing and sight ability.
18. Maintain a relaxed and calm atmosphere in the home. Your child should not be pressured to learn rapidly.

---

*Reprinted with permission of the Speech Pathology and Audiology Department, Fairmont Hospital, San Leandro, California.

A Guide for Parents

The speech of young children is frequently not understandable. Many children do not have perfect speech for some time after entering kindergarten. During the pre-school years it is more important for your child to have a happy personality and be able to express his ideas than to say words correctly. However, there is a great deal you can do to help him improve his speech. The following suggestions are given to aid you in helping your child to develop good speech.

Good Health Promotes Good Speech Development. Your Child Will Develop Better Speech If He Has:

1. A well-balanced diet.
2. A reasonably regular mealtime routine.
3. A happy mealtime atmosphere without stress and strain.
4. A regular bedtime routine (children of this age should sleep approximately 10-12 hours).
5. Quiet times or a regular nap routine.
6. Opportunity for active play and companionship with children.
7. A variety of healthful outdoor play activities.
8. Independence from the family commensurate with age.

You Can Expect Your Pre-school Child To:

1. Be interested in any activity for only a short time.
2. Be energetic and restless.
3. Have negative behavior.
4. Be more difficult to handle when he is tired, hungry, or ill.
5. Display temper when he is unable to make you understand his speech.
6. Be unaware of his speech difficulty.
7. Cry, be unhappy, refuse to talk, walk away, or be generally negative if you try to correct his speech errors.
8. Say new words better than words he learned at an earlier age.
9. Use isolated words better than continuous speech.
10. Change his speech only gradually.

You Can Help Your Child Improve His Speech If You Will Avoid:

1. Correcting errors in his speech.
2. Making him aware of his speech problem.
3. Discussing his speech problem in his presence.
4. Trying to force your child to talk.
5. Using penalties or threats to make him talk.
6. Asking unnecessary questions to make him use speech.
7. Showing signs of being disturbed or embarrassed when others comment on his speech.
8. Making your child say words over to say them better.
9. Comparing his speech with that of other children.
10. Holding your child to adult standards of behavior, such as table manners or sitting still.
11. Holding your child to adult speech standards. At this age, ability to express ideas is more important than correct pronunciation, grammar, or adult vocabulary.

It Will Hasten Your Child's Speech Improvement If You:

1. Listen for the thought he is trying to express rather than for the speech errors.
2. Take the time to listen to his conversation.
3. Try to recognize as much of your child's speech as possible. Listen for vowels and parts of words. Ask him to show you what he wants if you don't understand him upon repetition.
4. Make all speech enjoyable—correction of speech responses at this age may delay the speech development.
5. Are satisfied with the speech your child uses; being corrected is not fun.
6. Occasionally help your child by casually talking for him if he cannot make himself understood.
7. Allow all talking to be voluntary, but encourage conversation.
8. Provide opportunities for your child to help you and help himself. This may take more of the adult's time but provides a good learning situation.

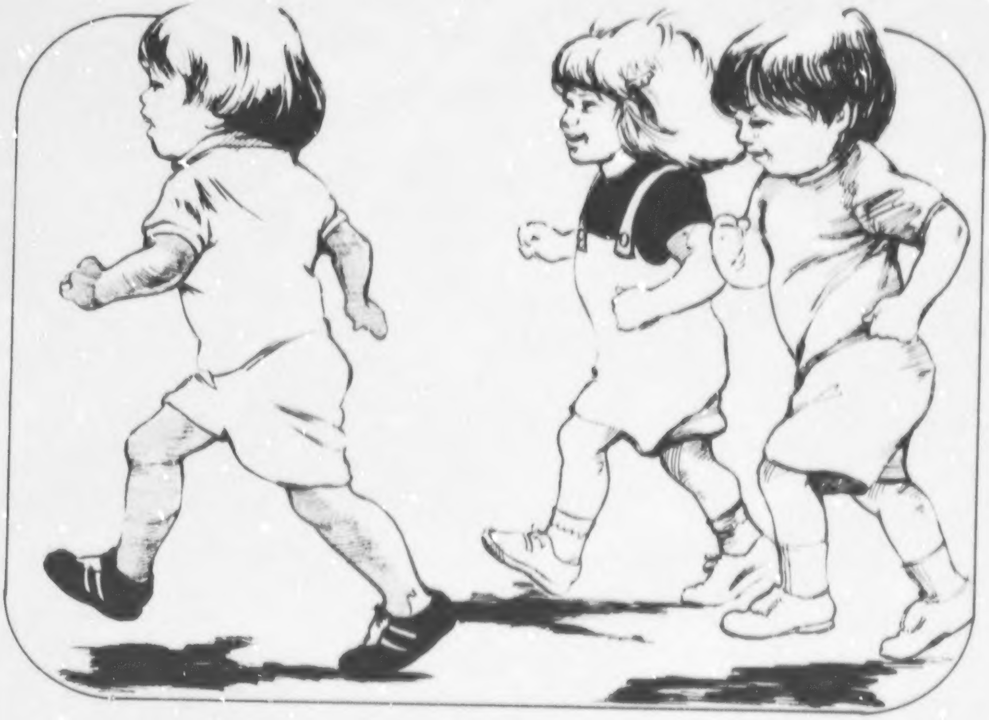
PRESCHOOL LANGUAGE (continued)

9. Substitute picture books and recommended games for roughhousing or wrestling.
10. Give your child the feeling that you accept him as he is—including his speech—and that you are entirely satisfied with him.
11. Give your child love and affection freely and build a home situation in which your child feels secure.
12. Gain the understanding and cooperation of family, relatives, and friends in carrying out suggestions to improve your child's speech.
13. Give your child an equal opportunity to express his thoughts without interruption at family gatherings such as dinner time.

part five

TEACHING ABOUT TWO-YEAR-OLDS

(2–3 years)



1

HOW TWO-YEAR-OLDS THINK

background/preparation

Goals to Work Toward in Presenting This Topic

Many parents are eager to learn what is going on inside their child's mind—how he or she thinks. Knowing this, they feel, can help to explain some of the major changes they see in their two-year-old's behavior and make it easier for them to set limits in a flexible and patient manner.

The general goals to work toward in this topic are: (1) to help parents learn how the world looks from a child's point of view; (2) to help parents understand why a child does what he does. The specific goals are: (1) to help parents discuss what their child is asking about or showing interest in, that is, what is on their child's mind; (2) to have parents share with each other some of the common misunderstandings between parent and child; (3) to have parents begin to understand why child-parent differences can contribute to many kinds of difficult behaviors and conflicts.

Typical Parental Interests and Concerns About This Topic

1. Overnight, my child changed personality; she used to be very agreeable and now we have a clash of wills constantly. Is she going to grow out of this?
2. We have been clashing a lot over who is going to have their way. What is going on inside my child's head?
3. How do you handle all those questions that they ask over and over again?
4. We try to give Jane choices whenever possible so she doesn't feel we're always telling her what to do; sometimes this works fine and other times she gets very upset.
5. Craig gets upset when he sees something very different or broken like when a manikin's arm was off in the department store. Actually, he likes things to always be the same. He really seemed frightened one day when he saw me with sunglasses and a big floppy hat.

Areas of Information You Will Need to Learn About to Teach This Topic[1]

- The meaning and purpose of the two-year-old's struggle for autonomy and why there is a change in the personality of many two-year-olds.
- The sequence of events in this struggle and how long it lasts.

---

[1] Much of this information, for this topic and all others in this part, can be found in the "Additional Information for Parents" sections of the topics.

- What two-year-olds are trying to learn about, for example, why things happen and what makes things work.
- The nature of a two-year-old's language development and the limitations of this "concrete" phase.
- The specific difficulties parents of two- to three-year-olds must deal with in their children, for example, frustration, the tendency to demand, the struggle for independence, rigidity.

Family Dynamics—What This Topic Means Psychologically to Parent and Child

During the two- to three-year-old stage, parents must deal with the problems their child comes up against as she tries to understand all about her world. Many parents find this a difficult task and feel impatient or unable to understand what their child is trying to learn. Parents often find their answers aren't satisfying to their child, and feel frustration and anger with their child's narrow meanings of words.

A two- to three-year-old child has a tremendously limited cognitive understanding of the world and only a rudimentary control of her emotions. She wants to know things now; has a great deal of trouble waiting for things; misunderstands a great deal; and has *many* inaccurate assumptions about things (for example, Mommy and Daddy know everything, like the name and destination of *everyone* walking down the street).

Sample Concern of Parents[2]

Concern	*Critical Issues*
My child asks questions over and over. First, I try to repeat my answers. Then I say it in other words. Sometimes I get sarcastic, and eventually, I just get angry. Why can't he understand me the first time? Is he just doing it for attention?	—Child repeats questions. —Parent tries to answer him, and works at it. —Parent gets frustrated and angry. —Parent wonders why child can't comprehend the answer. Is that the child's way of getting parents to focus on him?

Key Questions

1. What are some of the possible reasons children ask questions?
2. What are the possible reasons they keep repeating their questions?
3. Why do you think you're getting frustrated?
4. What is the balance of your child's day like, especially in terms of time with you? Does he have other ways of being with you besides asking you questions over and over?

For the group

5. What are some of the reasons children ask questions over and over?
6. What are your feelings when you can't seem to find a way to satisfy your child's questions?
7. What have you found to be helpful to your child and yourself when he repeats questions?

Readings and Other Resources[3]

*Ames, Louise Bates and Ilg, Frances L, *Your Two-Year-Old* (New York: Delacorte Press, 1976), Chapters 1, 2, 4, and 5.

Dodson, Fitzhugh, *How to Parent* (New York: The New American Library, Inc., 1970), pp. 98-106.

Early, George H. et al., *Growing Child* (Lafayette, Ind.: Dunn & Hargitt, 1980 [updated annually]), issues for ages two to three years.

*Fraiberg, Selma, *The Magic Years* (New York: Charles Scribner's Sons, 1959), pp. 107-145.

*Stein, Sara Bennett, *New Parents' Guide to Early Learning* (New York: The New American Library, Inc., 1976), Chapters 3 and 4.

---

[2] Usually there are *few* concerns about this topic. Parents have interest in the subject but not many real concerns.

[3] Articles from *Parents' Magazine*, *Mothers' Manual*, and *American Baby* are often good sources of current information on the topics in this part.

teaching/presentation

Homework

The homework assignment "Children's Thinking" aims at encouraging parents to pay close attention to what their child is saying. This can help them to begin to understand what their child is trying to learn about and what occupies his thoughts and catches his attention.

Practical Suggestions or Strategies for Teaching This Topic

- This topic is one of the very few that has been made part of the series because *the instructor* feels it provides an important foundation for work with all later topics. For this reason and because of the nature of the topic itself, it can be difficult for parents to really get into this discussion. Examples are particularly important to its success.
- There is a tendency for this topic to veer off into a problem-solving session on limit-setting issues. Prevent this by telling the parents, before you begin, when specific limit-setting issues will be dealt with and why it's important to understand children's thinking and behavior first. If a parent brings up a discipline problem anyway, lead her back to the topic under discussion by saying, "What does that tell us about what's going on inside your child's mind?"

Mini-lecture and Lead-off Questions for Discussion

A good way to lead into the discussion of this topic is to start with a mini-lecture and then ask questions that encourage parents to report aspects of their homework observation. By the end of the session, you can help them summarize some of the major issues that explain how two-year-olds think; hopefully the discussion will shed some light on why some difficult parent-child conflicts exist.

Two-year-olds are often difficult to understand, both in their language and their behavior. Some don't have much language and those that do often make many associations but may not truly understand meanings, for example, they've just learned how to use a phrase or expression at the right moment but don't understand what it says. From the words they use, it seems they should understand the things we're saying, but often they don't. Moreover, two-year-olds often get confused about causality, and when things happen coincidentally, children of this age may believe they caused it. Their understanding of what is possible in the physical world is quite tenuous, as those of you who have tried to explain to your child why you can't get him the moon will recognize. It's very interesting, in fact, to watch two-year-olds at a magic show. From their point of view, nothing surprising is happening. Not for several years after this age will a child really find a magic show to be "magic."

Let's begin our work by trying to get inside the mind of a two-year-old and seeing how things look from his point of view. Using your homework, what have you found that interests your child? What did he or she comment on or ask about during the past week?

As parents begin to volunteer observations about their child, such as, She always wants to know where Daddy is (Grandma, her friend) or She tells what she is doing as she is doing it or He wants to know what each sound he hears is and what's making it, comment on each and try to put the statement into perspective. (After the group gets the idea, you can let other parents make those comments if you think it would be helpful.) Your comments on the above examples could be as simple as, **She's trying to check out what these important**

HOMEWORK

CHILDREN'S THINKING

(2–3 years)

In order to help us all understand the way two-year-olds think, take some time during a period of several days and write down some of your child's comments, observations, and questions. Include any examples of misunderstandings on the part of your child, you, or your spouse. (If your child does not have many words yet, just note down some of the things that you can see are on his/her mind.)

Parent's name ____________________ Date ______ Child's age _____

PARENTMAKING: A Practical Handbook for Teaching Parent Classes About Babies and Toddlers by B. Annye Rothenberg, Ph.D., Sandra L. Hitchcock, Mary Lou S. Harrison, and Melinda S. Graham. Copyright © 1981 by The Banster Press, P.O. Box 7326, Menlo Park, CA 94025.

people's worlds are like when she can't see them, putting them somewhere so they don't just disappear; She is building a concept of who she is through what she does, and is practicing her rapidly expanding vocabulary; He wants to do a thorough and immediate investigation of unknowns so he can really find out what is in this world and what everything does. This type of simple but clear comment can be very helpful toward decreasing parents' confusion. After you have summarized both the areas the children in your group are showing interest in, such as parts of the body and important people in their lives, and the meaning of some of these interests, go on to the next part of the discussion as follows.

Now try to think of any times you may remember when your child understood something in a completely different way than you did. (Give examples to help the parents understand what you mean, for example, **Did you drop your fork on purpose? —No I dropped it on the floor; I was born in San Fran Gemco—I was born in a store?**)

After the parents have shared some of the misunderstandings they've experienced, begin to summarize, asking the parents to contribute ideas on what's going on inside a child's mind and how hard he is working to try to understand the people and the world around him. As you talk, distribute the handout "How Two-Year-Olds Think" but mention only those points on it that haven't already been summarized.

If you think the group is really benefiting from the discussion, you may wish to work toward the goal of having the parents relate the way two-year-olds think and behave to some of the major behavior difficulties parents of two-year-olds must cope with. Say something like: **What kinds of behavior in your children have you found to be particularly difficult to deal with?** After parents have contributed some examples of this type of behavior (repetitious questions, tantrums, and so on), ask them, **What light can we shed on why children behave in each of those ways now that we understand more of what's going on inside them?** Help the parents brainstorm each problem behavior, guiding them to further insight into the problem.

Now you can deal with any of the group's concerns that have not yet been spoken to (see the "Typical Parental Interests and Concerns" section [p. 255] for examples). Concerns that are related to limit-setting issues are best saved for that topic's discussion.

Additional Information for Parents

- Children are exploring all kinds of areas in their expanding world. Some of their main interests are:
  - People—where they are; who they are; where they are going; when they are coming back; how they feel;
  - Themselves—what they can do; how they affect people; how they can get others to do what they want;
  - Predictability—if they can count on things looking and staying the same;
  - The physical world—what makes things work; why things do what they do; what things *they* can make work;
  - Control—finding out if their parents control everything; what they themselves control;
  - Labeling—giving names, colors, etc., to things; practicing new words and phrases.
- Children learn a great deal from people's responses to their behavior and from answers to their questions. They will repeat questions for many reasons but one of the least appreciated by parents is that a child's question doesn't always mean what an adult asking the same question would mean. Parents may need to try to figure out what was meant, and the child may keep repeating his question because it wasn't answered. This can be frustrating for parent and child, but it's good for a child to feel that his parents are trying to help him figure out some answers.
- Difficult behavior is not necessarily a permanent characteristic of a child. It is more likely related to the two-year-old's tendency to function in the present and his inability to wait for things.

Handouts

The handout for this topic, "How Two-Year-Olds Think—What's Going on Inside?" summarizes some of the major aspects of two-year-olds' emotional and cognitive functioning, helping to make them more understandable.

HANDOUT

HOW TWO-YEAR-OLDS THINK—WHAT'S GOING ON INSIDE?

(2–3 years)

1. Two-year-olds tend to function in the *present*; they want things now and there often isn't much value to telling them what will be happening later.
2. The "two's" tend to think *concretely*, for example, when you say you're "all tied up" or "I'm going to eat you all up" they may take you literally.
3. Halfway between the age of two and three is known to be the most contrary age. Children have times of being very assertive, domineering, and "dictatorial."
4. Two-year-olds can see two alternatives, but they can't inhibit themselves to try only one, that is, they can't think of one to the exclusion of the other.
5. "Two's" probably don't have much capacity to really make a choice between two things you mention. They also probably still can't handle lengthy verbal "dissertations" explaining things. Most children of any age have difficulty with lengthy explanations, especially in a discipline situation.
6. "Two's" have a strong drive for independence but often can't manage the things they want to do.
7. "Two's" often like things to be done in the same way each time and have problems making transitions from one activity to another. It's hard for them to go from something familiar to something different. They often want things "just so" and seem to function "as a conservative who combats innovations."
8. When a two-year-old wants something and can't have it, he often gets frustrated and blocked. Sometimes he can't think of anything else unless you help him.
9. By the age of three, negativism has generally decreased quite a bit and children are more eager to please again.

PARENTMAKING: A Practical Handbook for Teaching Parent Classes About Babies and Toddlers by B. Annye Rothenberg, Ph.D., Sandra L. Hitchcock, Mary Lou S. Harrison, and Melinda S. Graham. Copyright © 1981 by The Banster Press, P.O. Box 7326, Menlo Park, CA 94025.

2

LIMIT SETTING

background/preparation

Goals to Work Toward in Presenting This Topic

Limit setting is a major topic to be covered in a two-year-old series because so many children of this age are engaged in a strong battle of wills with their parents, struggling over control. Parents can become quite disturbed by this parent-child entanglement.

The specific goals to work toward on this topic are (1) to teach parents general guidelines about limit setting, including its purpose and the importance of consistency; (2) to have parents share with each other the reality of what it feels like when setting limits for young children (the parent's feelings are emphasized); (3) to have parents be able to integrate what they have learned about the way children think with their own limit-setting attitudes and techniques; (4) to have parents learn how much they can expect of two-year-olds and how a variety of two-year-olds behave; (5) to help parents work on analyzing discipline problems in detail, especially in relation to child-rearing problems that may arise in the future; (6) to help parents learn a number of useful limit-setting techniques.

Typical Parental Interests and Concerns About This Topic

1. My child used to be easygoing; overnight he's turned into a tyrant. I don't know how to deal with him.
2. Jason and I are often involved in power struggles. He's determined to have his way and I'm determined he won't.
3. Some days are just constant "no" days. How can I avoid being such an ogre?
4. Sally is very opinionated about her clothes and if I want her to wear a particular outfit she doesn't like, it's fireworks. If she's wearing something she likes, she won't take it off without a fight either.
5. Scott often wants to do everything "all by myself." But so often he can't and that makes him very frustrated.
6. When David doesn't get his way, he screams, throws things, and tries to hit us. I try to stay calm as long as I can, but all of a sudden I find myself in a rage as well.
7. Susan contradicts everything we say, even when we're answering her questions.

Areas of Information You Will Need to Learn About to Teach This Topic

- General principles of limit setting.
- What can be expected of two-year-olds in terms of their ability to control their behavior and their developmental skills.
- How to analyze problems that parents have (see the "Sample Concern" section on this page.[1]
- The most useful limit-setting techniques for dealing with children of this age.

Family Dynamics—What This Topic Means Psychologically to Parent and Child

At the time a child approaches the age of two, society warns parents that the "Terrible Two's" are about to begin. Although the anticipation of this stage can be frightening, most parents usually find out that their anxiety is quickly replaced by confusion about what their child's behavior means. Parents often worry about the extent of their child's negativism and often feel they have created some sort of tyrant. They are then faced with the moment-to-moment question of how to work with their child—how much to bend and when to stay firm. Parents frequently feel frustration and anger in confrontations with their child, and are not pleased with their own behavior.

While parents feel frustration, confusion, and anger, two-year-olds feel the need to have more control over what happens to them. Things have been done *to* them for two years, and now they want to change that pattern. During the third year, language develops into a powerful tool, and two-year-olds enjoy determining just how much of an impact it can have on the people around them (for example, seeing what happens when they say "no" or "Mommy, *sit down*"). Children of this age see the world quite differently than adults, as far as what catches and absorbs their attention; often they have a different sense of time as well. Since two-year-olds have trouble denying themselves what they want, have trouble making changes, and don't have the skill to be as independent or as capable as they want to be, all kinds of parent-child conflicts are likely.

Sample Concern of Parents

Concern	*Critical Issues*
Sara is terribly bossy. I find myself listening to her and then starting to let her do things she shouldn't. When I refuse her, she reacts with anything from grumpiness to a tantrum.	—Child demands control. —Parent initially responds to commands with compliance. —Refusal by parent brings on child's negative behavior.
When I try to get her to do something, she says "no," even when I think she'd want to cooperate because it's something she likes.	—Child tends to say "no" to many of parent's initial requests.
I find myself more angry than I've ever been in my life.	—Parent is disturbed by the amount of anger she is experiencing.

Key Questions

1. What is Sara's temperament like compared to yours? Let's explore this while trying to remember why two-year-olds are bossy, and see if you can figure out a new way to respond to Sara when she gives you a command.
2. When you refuse to go along with Sara's commands, what do you say or do? Can you think of a particular example?

For the group

3. How can we get our children to cooperate when we ask them to do something? What do we know about why they tend to refuse?
4. Have any of you experienced an extreme amount of anger? What do you think it came from? Why was it so strong? (Help parents get at the feelings of incompetence that arise

---

[1] The problem-solving suggestions in Part I:6 (p. 28) and the guide in Appendix E should also be useful for parents who are trying to understand how to analyze and deal with limit-setting issues.

when even a two-year-old won't listen to them. See if they can work through this feeling so the struggle is taken less personally.)

Readings and Other Resources

Ames, Louise Bates and Ilg, Frances L., *Your Two-Year-Old* (New York: Delacorte Press, 1976), Chapters 2, 4, 6, and 8.

*Crary, Elizabeth, *Without Spanking or Spoiling: A Practical Approach to Toddler and Preschool Guidance* (Seattle: Parenting Press, 1979).

Dodson, Fitzhugh, *How to Discipline—With Love* (New York: New American Library, 1978).

*Early, George H. et al, *Growing Child* (Lafayette, Ind.: Dunn & Hargitt, 1980 [updated annually]), issues for ages 2 to 3 years.

*Jones, Molly Mason, *Guiding Your Child from Two to Five* (New York: Harcourt, Brace, & World, Inc., 1967), pp. 6-11, Chapters 2, 3, 5, 6, 8, and 9. (The book is out of print but should be available through your library.)

Leach, Penelope, *Your Baby and Child* (Westminster, Md.: Alfred A. Knopf, 1978), pp. 311-315, 323-327, 434-444.

Moskowitz, Estelle Witzling, "Shock Absorbers for Living With Young Children," *Mothers' Manual* (July-August 1977), p. 28.

*Skaggs, Merril Maguire and Barber, Virginia, *The Mother Person* (New York: Schocken Books, 1975).

teaching/presentation

Homework

There are two homework assignments for this topic. The first, "Discipline/Setting Limits," is used to help parents analyze in detail exactly what happens when they discipline their child. This kind of analysis usually makes parents much more aware of the sequence of events, the learning, and the feelings involved.

The second homework topic, "Conflicts," has two purposes: (1) to help parents obtain an overall picture of the major areas of conflicts they are experiencing; (2) to think about some new ways to deal with conflict situations. The second objective may make the discussion of limit-setting techniques more interesting to parents since they will be working on and improving problem areas, not waiting for their child to "grow out of them."

Practical Suggestions or Strategies for Teaching This Topic

- The same sorts of suggestions made in the Toddler section on limit setting (see p. 203) would apply here as well. This topic should be placed in the series as soon as possible after "How a Two-Year-Old Thinks."
- The discussion should allow group members to learn how other parents deal with limit setting and how those parents feel about it.
- Find out, then group, the kinds of problems the parents want to discuss. Then choose a few concerns and do some detailed problem solving with them. (This will keep the discussion from seeming like 10 private back-to-back counseling sessions.) Help the parents to see how each problem relates to their families as well.
- Limit setting actually involves so many parental interests and concerns that the topic can encompass nearly everything in the series. Show group members how you're defining this topic by limiting it to *recurring conflicts* between parent and child (for example, dressing, TV watching, constantly asking to go places) that do not appear elsewhere on the series outline.

Mini-lecture and Lead-off Questions for Discussion[2]

When working with this topic, it is helpful to first relate "How Two-Year-Olds Think" to limit

---

[2] See the "Mini-lecture and Lead-offs" (p. 207) and "Additional Information" (p. 208) in the 15 to 24 months section on limit setting for more information.

HOMEWORK

DISCIPLINE/SETTING LIMITS

(2-3 years)

In this week's observation, we'd like you to focus on two situations where you had to discipline your child: one situation in which you were pleased about the outcome and one in which you weren't.

1. What was your child doing that caused you to discipline him/her?

a. b.

2. Why was your child behaving that way?

a. b.

3. What did you do to discipline him/her?

a. b.

4. What was your child's reaction?

a. b.

PARENTMAKING: A Practical Handbook for Teaching Parent Classes About Babies and Toddlers by B. Annye Rothenberg, Ph.D., Sandra L. Hitchcock, Mary Lou S. Harrison, and Melinda S. Graham. Copyright © 1981 by The Banster Press, P.O. Box 7326, Menlo Park, CA 94025.

DISCIPLINE/SETTING LIMITS (continued)

5. Why do you think he/she reacted that way?

a. b.

6. What do you think your child learned from this experience?

a. b.

7. How did you feel about the whole thing?

a. b.

8. What do you think you learned about handling your child?

a. b.

Parent's name ______________________________ Date ________ Child's age _____

PARENTMAKING: A Practical Handbook for Teaching Parent Classes About Babies and Toddlers by B. Annye Rothenberg, Ph.D., Sandra L. Hitchcock, Mary Lou S. Harrison, and Melinda S. Graham. Copyright © 1981 by The Banster Press, P.O. Box 7326, Menlo Park, CA 94025.

HOMEWORK

CONFLICTS

(2–3 years)

1. What are some of the main types of conflict that you find yourself involved in regularly with your two-year-old?

a.

d.

b.

e.

c.

f.

2. What are some of your usual methods of handling these conflicts?

Parent's name ______________________________ Date ________ Child's age ______

PARENTMAKING: A Practical Handbook for Teaching Parent Classes About Babies and Toddlers by B. Annye Rothenberg, Ph.D., Sandra L. Hitchcock, Mary Lou S. Harrison, and Melinda S. Graham. Copyright © 1981 by The Banster Press, P.O. Box 7326, Menlo Park, CA 94025.

setting, and then go on to general limit-setting guidelines. This can avoid problems when parents begin to apply the guidelines at home and find they do not always work (because of the nature of two-year-olds, and because of the particular home situation). Specific problems can then be worked on, followed by a summary of realistic and useful techniques for setting limits with two-year-olds.

Sample mini-lecture

Last week we talked about how two-year-olds think and the common parent-child misunderstandings that can often lead to frustration, anger, tantrums, guilt, and so on. This week we're going to focus on limit setting. First I'd like to talk about some major principles that are involved, such as firmness, consistency, and realistic expectations. The focus will be on parent-child conflicts—we'll save child-child conflicts for the session on relationships (or socializing) among children. After discussing the principles, I'd like to talk with you about specific issues you're currently facing with your children, and useful techniques you can use in your limit setting.

Discipline is a teaching process in which we instruct, train, and educate our children toward self-regulation. We must teach our children the rules of social behavior since it is these rules, regulations, and expectations that will regulate our children's conduct. When we set limits we are:

- **Teaching children to avoid danger;**
- **Helping children to attain socially acceptable behavior (to have regard for others as well as for themselves);**
- **Showing our children that we care for them—children feel more secure with limits to follow (for example, keeping a child safe and within the range of socially acceptable behavior by not letting him climb on the dining room table);**
- **Helping children to control themselves;**
- **Putting a sense of organization into children's worlds;**
- **Helping ourselves and our children know what to expect of each other.**

Having a good parent-child relationship is the best basis for effective discipline. When a child knows you care he will want to please you.

It is important to remember that the general limits you begin to establish now may remain in effect for many years, although the specific limits will change as your child acquires more skills and can control himself better. You might like to offer an example here, then go on: **Limit setting can be predominant in your relationship with your child at certain times, and it is sometimes hard to determine what the limits should be. It seems best to establish broad limits and then work on specific limits as the need for them arises. Each of your families will need to establish its own stance on limit setting.**

When you impose limits, try not to allow yourself to become trapped in a battle of wills. You may win the battle at the expense of your child's curiosity, enthusiasm, and self-esteem, or you may lose to a determined child's tantrums and negativism.

Guilt can do much to make limit setting ineffective. It can make us have poor expectations of our child and make us expect too much from ourselves. It can urge us to be unrealistically patient and force us to vacillate when we need to be firm. We need to realize that it isn't always wrong to say 'no' and to remember to take time for ourselves—setting and enforcing limits is hard work and guilt should not be allowed to force parents into a tension-filled situation. Children need well-defined and consistent limits. They forget easily and therefore need many repetitions or answers from their parents. When rules are being established, the child's developmental level and his style need to be considered; the rules should be reasonable, protective, and enforceable. Children will keep checking your limits until they're sure you really mean to keep them. It's harder on you when you break your own rules than if you don't.

If you choose to, you can have parents get involved in your presentation by adding ideas on general limit setting guidelines. This helps avoid being lectured to.

After talking about ideal guidelines, talking about reality is very important to parents' feelings about themselves:

At our home, things can be very different on different days. Sometimes our children are in great shape, sometimes in terrible shape. The same is true for my husband and myself—some days are just terrible. Would someone be willing to describe a particularly bad day they've had? (Have one or more parents describe a bad day, including how they felt. Then have someone describe a good day, and go on to a discussion of how parents feel during and at the end of both of those kinds of days. Talk with parents about ways they deal with expectations and guilt.) When the group seems ready to go on, continue with the next section.

Now, let's find out from each other some of the major conflicts between our children and ourselves that are going on in our homes, and let's try to work on them, using the information and guidelines we've talked about so far. (You can provide some examples from the homework observations to give the group some concrete ideas of what you're talking about.) Take notes as the parents talk, and let the group know what you're doing. Explain that the class will spend several sessions working on the conflicts that have been described. Try to group the concerns and plan to devote the most time to those of more general interest. Very unique or difficult concerns may need to be handled in a phone consultation. (Ideas for dealing with a concern in detail can be found in the "Sample Concern" section, p. 262.)

When you have finished discussing the subject of limit setting (this may take several weeks), ask the group to help you summarize the techniques that have been talked about. Pass out the handout "Setting Limits" (see p. 270) and have the group bring up other ideas they've learned about. Tell them that as the series continues, there will be many opportunities to talk about setting limits in other areas.

Additional Information for Parents

- Parents need to learn that there is a reason why many two-year-old children behave in an oppositional way, and that if they take a less personally involved attitude when such behavior occurs they will be able to feel less intense and upset with their children.
- Parents need to develop some techniques they can use to make it easier for their child to cooperate. For example, instead of saying "We *have* to go now" they could say, 'Let's say good-bye to the flowers . . . bye-bye, see you another time; now let's say good-bye to the slide . . ." and so on. Such techniques are especially necessary for the primary caretaker.
- Both parents and children have feelings and rights, but parents need to remember that *they* are in charge even if their children have louder and more commanding voices. When parents start to feel "pushed," *that* moment is an appropriate time for a limit to be placed. All parents have to decide for themselves, based on their own gut reactions, how much they can bend. They must also remember that their personal feelings are legitimate guides for limit setting.
- When parents feel guilty, they become ineffective limit-setters, because it is obvious they feel badly about what they are doing. Many parents, especially mothers, are very uncomfortable in the role of "police officer" yet they have to set limits all the time. Feelings of guilt need to be worked out, and can be eased by talking with others who are experiencing similar problems.
- It is worth learning how to set limits with an oppositional two-year-old since that type of behavior reoccurs cyclically as the child grows older.
- Frequent tantrums should be looked into. "Anger Outbursts," one of the sections of the handout for this topic, provides some guidelines to do this.
- It is not possible to be patient at all times, and parents must not expect that of themselves. If expectations are unrealistically high, parents may not meet them. Everyone needs to set reasonable goals and try to continually reach and improve them.
- Read through the "Sample Concern," the "Mini-lecture and Lead-offs," and the "Additional Information" sections in the 15- to 24-month section on limit setting (p. 202) for further information.

Handouts

The "Setting Limits" handout is a summary of some of the more useful techniques for parents of two-year-olds. The section on "Anger Outbursts" provides a useful set of questions parents can ask themselves to help unravel the problem of tantrums. Pages 142-148 and 155-171 of Molly Mason Jones' book *Guiding Your Child from Two to Five* are an outstanding reference.

HANDOUT

SETTING LIMITS

(2-3 years)

Techniques

It's hard to know the right way to motivate a two-year-old's cooperation. A number of techniques to try are:

1. Slow down to make sure your child has some time to go at his own pace and get your undivided, relaxed attention—it's easy to be too busy. Sometimes if you do something too fast, it helps to undo it and let your child redo it, especially if you had promised this to him and then forgot.
2. Give a warning or advance notice just before you try to change a child's activity. Mention the appealing element of what's ahead, for example, "Let's go pick out a book to read" rather than "Let's get ready for bed."
3. Don't ask a question if he's likely to say "no" and don't take "no" too seriously if it's the automatic kind.
4. Use face-saving techniques including distraction, substitution (can't do this but can do this), and giving your child an out ("You can walk or I'll carry you"). Sympathize but bear in mind that children can't always have their own way; you're important.
5. When children refuse to do things suddenly, try to figure out why, offer some help, and then have them do what they're supposed to (for example, when a child wants to cross the street without holding your hand).
6. Explain the reasons for what is happening but don't OVERTALK.
7. Bring in humor any way you can.
8. Be aware of your own feelings; often our inner tenseness gets in the way of our discipline. Be friendly, not angry, in your firmness. (If you keep your feelings under control, you'll have a child who is more under control.)

Anger Outbursts

When your child is having frequent anger outbursts, some questions to consider are:

1. Is your child frequently overtired from insufficient rest and sleep?
2. Is he hungry at times when the outbursts occur?
3. Are naps, meals, and bedtimes on a regular or irregular schedule?
4. Does your child spend the entire day going from place to place? Does he have enough time at home?
5. Does your child spend the entire day with people? Does he have enough time alone?
6. Are the toys and activities your child pursues appropriate for his developmental level, or are they frustrating for him?
7. When he is with the family members, is he always being told what to do?
8. Is your child frequently teased?
9. Is your child given abrupt commands?
10. Does he get what he wants from tantrums?
11. Has there been a change in how much time you are spending with your child?
12. How are you feeling about your child? What are your responses toward him?

PARENTMAKING: A Practical Handbook for Teaching Parent Classes About Babies and Toddlers by B. Annye Rothenberg, Ph.D., Sandra L. Hitchcock, Mary Lou S. Harrison, and Melinda S. Graham. Copyright © 1981 by The Banster Press, P.O. Box 7326, Menlo Park, CA 94025.

3

SLEEP, FEARS, AND NIGHTMARES

background/preparation

Goals to Work Toward in Presenting This Topic

Most parents have some problems with or concerns about their child's sleep, both nap and nighttime. They are also concerned about the impact frightening experiences can have on their child. Sleep and fears are dealt with together in this section because fears can have significant effects on children's sleeping patterns in the form of nightmares and other manifestations.

The goals to work toward on these topics are: (1) to help parents learn more about the range of sleeping patterns in children and what is realistic to expect of their child; (2) to teach parents techniques with which to guide their child's sleep so that it will be more acceptable to the whole family; (3) to help parents learn about common fears in children and their causes; (4) to help parents learn how to diminish the impact on their child of the child's fears and nightmares.

Typical Parental Interests and Concerns About This Topic

1. My child is having trouble falling asleep at nap time. She finally falls asleep so late in the afternoon and sleeps so long that she is up all evening.
2. My child is having a problem falling asleep at bedtime. The bedtime rituals are getting longer and longer and I'm just exhausted. Then she comes out again after we've finally said goodnight.
3. Ronnie is waking up several times during the night. I don't think he's hungry or thirsty, but just seems to want company. After we've comforted him, he goes back to sleep but I don't like getting up all night.
4. My child has started to be afraid of the dark, dogs and other animals, and even some people. I'm not sure what to do about it.
5. Alison wakes up about once a month at night screaming. She's really frightened. I console her but she can't tell me what made her scream. Is this normal? What could be frightening her?
6. Rachel hasn't had much of anything happen to her that has frightened her yet. But I know she will and I wonder if there's any way to help her when she does become frightened.
7. My child has started to talk about monsters a lot. I wonder what this means. She seems preoccupied but not really frightened.
8. My child was badly frightened on Halloween two weeks ago by all the children coming to the door in costume. Since then he screams every time the doorbell rings. What should I do?

Areas of Information You Will Need to Learn About to Teach This Topic

- Typical sleep problems of two-year-olds.
- How individual styles influence sleep needs.
- Useful techniques for improving children's sleep patterns.
- The development of fears in pre-school children.
- Common childhood fears.
- Techniques for helping children master their fears and nightmares.

Family Dynamics—What This Topic Means Psychologically to Parent and Child

Sleep

Sleep problems are extremely common in young children. They are related to both the child's temperament—his activity and energy levels—and the parents' ability to set sleep-related limits. Parents are sometimes unwilling to set firm limits in this area because they feel their child wouldn't wake up or stay up unless he really needed to, and he must therefore need to see them during the night.

Children have little control over their sleeping and waking up, but they may see sleep as a separation from their parents and develop negative feelings about it. If their pattern of sleep becomes less regular, as it very easily can, they may feel some negativism from their parents about it and a demand by them for a return to former patterns. This may intensify the problem, which is difficult for children to do anything about.

Fears

When a child experiences fears, parents may sometimes feel that they are raising an overanxious son or daughter, and this is worrisome. Even when parents have a less guilty perspective on their child's fears, they still feel the need to help overcome the fear so they and their child will not have to live in a very restricted world—one that avoids the sound of vacuum cleaners or fire engines or the sight of dogs, or whatever.

From the child's point of view, certain things frighten him. He doesn't really know why, but he does want to avoid these things and have his parents protect him from them. He strives for control of his fears—sometimes acting them out in his play—and derives comfort from those who have mastered them and can lend him some of their strength and acceptance of the situation.

Sample Concern of Parents

Concern	*Critical Issues*
My child just suddenly seemed to start to be afraid of things.	—Sudden onset of fears.
She's afraid of the dark and of unexpected noises. She says there are gorillas in her room.	—Specific fears.
We try to explain to her and show her that there aren't really any and there's nothing to be afraid of.	—Parent's attempt to talk child out of fears.
She continues to be fearful and these fears certainly aren't going away.	—Fears not decreasing.
Do you think this is just a stage? Is there something I can do that will be more helpful to her?	—Is child normal? Will fears pass? —Parent's desire to help child; frustration.

Key Questions

For this type of concern, parents need additional information more than questions. (See the "Additional Information" section, p. 274.)

Readings and Other Resources

Early, George H. et al., *Growing Child* (Lafayette, Ind.: Dunn & Hargitt, 1980 [updated annually]), issues 2 years 4 months and 2 years 8 months.

*Fraiberg, Selma H., *The Magic Years* (New York: Charles Scribner's Sons, 1959), Chapters 4 and 5.

Hyson, Marion, "Lobster on the Sidewalk," *Young Children* (July 1979), pp. 54-60. (This article can be ordered by sending $.75 to Dr. Marion Hyson, Dept. of Individual and Family Studies, University of Delaware, Newark, Del. 19711.)

Ilg, Frances L. and Ames, Louise Bates, *Child Behavior from Birth to Ten* (New York: Harper and Row, 1955), Chapters 5 and 8.

*Jones, Molly Mason, *Guiding Your Child from Two to Five* (New York: Harcourt, Brace and World, Inc., 1967), pp. 228-241, 274-296. (This book is out of print but should be available through your library.)

*Leach, Penelope, *Your Baby and Child* (Westminster, Md.: Alfred A. Knopf, 1978), Chapter 5, pp. 295-304, 318-322; Chapter 6, pp. 375-380, 391-392.

teaching/presentation

Homework

No homework observations have been developed for this topic since parents are generally very aware of any sleeping problems their children have. Describing details surrounding fears is usually somewhat harder for them to do, however, and you may wish to develop a homework assignment that asks parents to think about one or two fear situations their children have experienced and then describe them along with what provoked them. Parents could note what they feel might be useful approaches for helping the child with his fear, and why.

Practical Suggestions or Strategies for Teaching This Topic

Since interrupted sleep can cause a great deal of stress to family members, it is recommended that this group of topics be discussed during the first few weeks of the series.

Mini-lecture and Lead-off Questions for Discussion

Discussion of the topic of sleep can be easily begun by summarizing some of the various concerns about sleep that parents have expressed during orientation, on their limit setting homeworks, or elsewhere, and mentioning that you'd like to begin work on any of the group's individual concerns. If no one brings up a concern, call on one of the parents whom you know had a sleep concern and see if she'd like to describe it to the group. Then you can deal with specific sleep concerns as they come up.

At some point during the discussion of sleep, nightmares and fears are usually brought up. When this happens, or when you feel ready to turn to this topic, begin with a talk that includes the normalcy of fears, common fears in young children, and why fears develop (see the readings section above for information on these areas). Then find out the kinds of questions the parents want to work on, organize them, and begin working through them.

Additional Information for Parents

Fears

Sometimes a potential fear can be made less intense by the parents before it becomes a reality. For example, when a train the child is riding in suddenly goes through a dark tunnel and is likely to frighten him, a parent can hold the child and try to speak in ways that will decrease the scariness of the situation: "It's getting dark, dark, dark. Soon it will be light, light, light." Often the child will join in the assuring words and actions instead of being paralyzed with fear. In that way he can do or say something that decreases the depth of his fear.

When a child is already fearful, perhaps of gorillas in his bedroom, a logical investigation to prove there are no gorillas in the room does little good. What the child needs instead is some way to gain control over his fears. One way could be by the parent teaching the child that he can make the gorilla stay away and showing him how to do it: "Let's tell the gorilla that he has to stay outside because Mommy and Daddy don't allow gorillas inside; I'll walk him outside now and lock the door. Do you want to come with me?" Whatever way is used, the parent needs to show the child that she accepts the fear—is not afraid of the gorilla but accepts the child's fear of it—and wishes to help the child achieve some mastery or control over it.[1]

When a child's fears are extreme—perhaps she screams every time the doorbell rings because of a frightening experience when the doorbell rang on Halloween—it is helpful to try to gently desensitize the child to such an experience. This can be done by taking the source of the fear—someone coming to the door and ringing the doorbell—breaking it down into small steps, and introducing them again one at a time in a non-threatening way. For example, parents could make a playhouse with a door but not call it a door and play games with the house with their child; use a small bicycle bell and let the child practice making it ring; play games with an interior door in the house when the child knows it's Mommy or Daddy on the other side, and so on.

Sleep

Since the major concern of most parents in this area is that their child is not sleeping as well as expected, it is helpful for you to know what normal sleep patterns are as well as the history of individual children's sleeping. You will also need to know the parents' limits and previous methods of handling sleep problems.

As children reach the age of two, they can often stay up longer in the afternoon before falling asleep for a nap. Parents *may* need to start a nap earlier and wake a child up from it so his bedtime doesn't become too late. Many children are very grouchy at the end of a long afternoon nap and an appealing snack or project can help both the child and the parent at this time.

As a child gets closer to the age of three, he may not be ready for his nap until *very* late in the afternoon. This is a very difficult transition period—from taking a nap to not taking one—for everyone concerned, because if a child starts his nap at 4:30 or 5:00 p.m. he may sleep until between 6:30 and 8:00 p.m. and not be ready for sleep again until the end of the evening. Families sometimes solve this problem by letting their child doze off for a few minutes during the late afternoon and then waking him for supper.

The length of bedtime rituals need to be controlled by parents. Children do want their parents to stay with them as long as possible or come back in with a drink for them, so parents need to be kind but firm when bedtime comes. This can be hard because parents are often tired themselves and hate to end the day thinking of their child being unhappy.

It seems that a child's "biological clock" can easily be "set" to waken him at regular times during the night. These awakenings can begin because of colds, teething, hot nights, bad weather outside, or a number of other reasons, and they are very resistant to stopping. Parents usually first try to wait out the awakenings, hoping the child will soon start sleeping through the night again. Depending on their feelings, parents either then adapt to being awakened for several months or decide to stop responding to their child when he wants them during the night. An effective middle-of-the-road approach has been to respond in an identical, almost automatic, fashion each time the child wakes, using a minimal amount of communication and giving the child minimal social reinforcement. This usually makes the child less interested in having contact with the parents during the night.

---

[1] A similar principle applies to nightmares but it usually takes several years for a child to feel any kind of mastery or control over them.

Handouts

No handouts are provided for this topic, but parents can be referred to sections of Molly Mason Jones' book *Guiding Your Child from Two to Five* (pp. 228-241 for material about sleep, pp. 274-296 for information about fears).

4

NUTRITION[1]

background/preparation

Goals to Work Toward in Presenting This Topic

Most parents of two-year-olds have long-standing concerns about their child's eating patterns and attitudes and find many of these problems hard to change by themselves.

The goals to work toward on this topic are: (1) to help parents learn the real norms, not just what books call norms, of what and how much children eat; (2) to help parents get support and ideas for working on their "real" problems; (3) to help parents identify their own attitudes toward food and their child's need for and feelings toward food; (4) to help parents learn more about good nutrition and other related areas (for example, how to improve food appeal and taste for their child).

Typical Parental Interests and Concerns About This Topic[2]

1. My child eats only a few kinds of food. I'm afraid he isn't getting a very balanced diet. Should I give him some vitamins?
2. Kara says she's hungry (or thirsty) all day long. How is it possible that she needs so many snacks? She's started to climb into the kitchen cupboards and help herself to all kinds of things.
3. My daughter loves to eat—at meals and any time. She just keeps eating and can't seem to stop herself.
4. Steve is still taking a bottle when he goes to sleep at nap time and nighttime. I'm thinking I'd like to wean him but I don't know the best way or even if this is the right time.
5. Our boy has a good appetite and eats well at meals but doesn't want to try some of the new foods I like to serve. I end up having to prepare something different for him. When can we expect him to begin trying new foods? It seems

---

[1] Eating behavior is not included here as part of the broad topic of nutrition but is discussed within the 15- to 24-month section on nutrition (p. 212). Most of the information and handouts in this topic are for parents of 15- to 24-month-olds as well as two- to three-year-olds.

[2] At the two- to three-year-old level, parents' concerns about nutrition usually are related to a particular problem they are having with their child's eating, rather than to an interest in general developmental norms.

he did this more easily when he was about a year old.

6. My husband wants to know whether we can expect Larry to sit with us through a whole meal. What can we expect in the way of manners from him?

Areas of Information You Will Need to Learn About to Teach This Topic

- The typical amount of growth—height and weight—in a child this age, and how a two-year-old's appetite is different from that of a younger and an older child.
- The amount and kinds of food two-year-olds typically eat, and how they like their food prepared and served (for example, small portions, moist meat, and so on).
- What makes for a balanced diet, a safe diet, and an appealing diet.
- The highly allergenic foods and the very healthy foods.
- Realistic expectations for a two-year-old's table manners and for his behavior as it relates to nutritition (for example, brushing teeth).
- How the home environment, including the parent's own attitude toward eating, influences two-year-olds.
- Things that can be done to change unsatisfactory eating habits.
- Ways to include in a parent's expectation the individuality of her child.

Family Dynamics—What This Topic Means Psychologically to Parent and Child

Parents feel that proper nutrition is critical to the life and well-being of their child. More and more, current books on nutrition are supporting this feeling, making food even more of an emotional issue. Often a parent feels that how well her child is fed is a real indication of how good a parent she is. Therefore, when a child does not eat something a parent has prepared for her, the parent can become very upset.

On the other hand, children sometimes feel that they are being asked to perform at meal times, to meet their parent's needs rather than their own. Depending on how food and meal times are handled in their homes, meals can be a source of tension two-year-olds want to get away from as soon as possible; a source of relaxation and closeness that they want to prolong; or a battleground that is exhilarating but exhausting.

Sample Concern of Parents

Concern	*Critical Issues*
My child isn't interested in eating at all. Occasionally she'll eat an enormous amount and then won't eat at all for several days.	—Child's lack of appetite. —Unpredictable interest in food.
Since I never know when she's going to be hungry, I always prepare an attractive, well-balanced meal.	—Parent tries to give child nutritious diet.
Most of the time I end up angry and frustrated because she doesn't eat what I make.	—Parent's anger and frustration.
I'm worried about her health and	—Child's health; parent worried.
wonder if she should be getting some extra vitamins.	—Need for dietary supplements.

Key Questions

1. What does your child actually eat and drink during the course of a day? How balanced is it?
2. How long has your child's lack of interest in food been evident?
3. What does food mean to your child? To you and your spouse?
4. What is your child's body type or size? What is her activity level?
5. How do you feel when your child isn't eating? How do you decide when and what she eats? How is food served? Who eats with your child?
6. Does your child eat differently with different people at home? In different places?
7. What does your child's pediatrician say about your child's health and her need for vitamins? (Note: Medically related questions are always

referred to a pediatrician because instructors are not medically trained.)

For the group

8. Have any of you ever felt that your child was eating much too little? How did you handle that?
9. How do you feel when your child doesn't eat what you've prepared for her?

Readings and Other Resources

American Baby, "Special Nutrition Issue" (February 1979).

*Coffin, Lewis A., *The Grandmother Conspiracy Exposed* (Santa Barbara, Ca.: Capra Press, 1974).

*Eden, Alvin N. and Heilman, Joan Rattner, *Growing Up Thin* (New York: David McKay Company, Inc., 1975), Chapters 1-10.

Frazier, Claude A., *Parents' Guide to Allergy in Children* (New York: Grossett & Dunlap, 1973), Chapter 6.

Leach, Penelope, *Your Baby and Child* (Westminster, Md.: Alfred A. Knopf, 1978), pp. 281-294, 369-374.

Parents' Magazine, "Special Nutrition Issue" (March 1978).

*Pipes, Peggy L., *Nutrition in Infancy and Childhood* (St. Louis, Mo.: C. V. Mosby Co., 1977).

Further information on nutrition can be obtained by:

- Contacting a pediatric nutritionist at a nearby medical center.
- Writing the Nutrition Education Committee, American Academy of Pediatrics, 1801 Hinman Avenue, Evanston, Ill. 60204, or the National Dairy Council, 6300 N. River Road, Rosemont, Ill. 60018.

teaching/presentation

Homework

The topic of nutrition usually is discussed during the limit setting class meeting, since it pertains to this area. Therefore, parents who have major concerns around nutrition usually have dealt with them in one of the limit setting homework assignments, and no separate homework on nutrition is provided.

Practical Suggestions or Strategies for Teaching This Topic

- Parents sometimes forget they have concerns about nutrition unless someone in the group mentions a similar one or makes a statement that brings the concern to mind. This is most likely because parents have often lived with this slowly evolving problem since their child was a baby and a problem that has existed two or three years is hardly extraordinary any more.
- Discussions of nutrition tend to become very specific, but will be more valuable if they have a broader focus. If too much detail is provided on exactly what other children eat or how to make food more attractive, for example, the discussion can bog down or some of the broader issues, such as family dynamics and individual differences, may be neglected. Parents seem to get more from a discussion of nutrition if the focus has been on the family dynamics and individual differences involved in it.

2–3 years

Mini-lecture and Lead-off Questions for Discussion[3]

Since everyone in the group will most likely have a great deal of firsthand experience with and longstanding attitudes toward nutrition, your job for this topic will entail getting the discussion started and keeping it directed toward the goals, rather than doing a great deal of lecturing. A good way to get the discussion going is to review ahead of time all the nutrition concerns parents have previously noted and select those you feel have the broadest interest to the group. (You may wish to include some of those noted in the "Typical Parental Interests and Concerns" section on p.276.) Then you can begin as follows:

During the first two years of their lives, children go through many stages in their eating behavior, and parents go through some stages too. At first, parents need to help their babies get their initial liquid feeding established; then they begin introducing their children to all kinds of solids and watch closely for allergies; then the children want to feed themselves; and then, for many children, appetites start to slow down. When children reach the age of two or three, parents often want their children to eat with them and eat the kinds of food adults eat, although that may not be what the children want. For most parents of two-year-olds, then, there are still many unsettled and unsettling issues that relate to eating, for their children and thus for themselves. Let's begin our discussion by hearing about your major interests in nutrition.

If the group is a quiet one and no one volunteers an interest, think back to the parents' concerns on eating and nutrition and say, for example, **Several parents in our group feel their children are very picky eaters. Could one of you who feels that way tell the group about it in more detail?** You could also: (1) let the parents know that nutrition and eating behavior can be discussed under limit setting and use a parent's concern to get the discussion going at that time, or (2) develop a homework assignment on nutrition to hand out the week before the topic will be discussed, preparing the group more fully for the discussion.

After the discussion gets started, keep your goals for the topic in mind. It is important for the parents to talk to each other in detail about many of the concerns they have; it's also important for you to guide the discussion so that all group members learn about the normal range of the amounts and kinds of food two-year-olds eat, as well as what to expect in eating behavior. Parents can help each other by sharing techniques they use to handle some of the problems of limited diet, bottles, and so on.

Once the discussion is under way, try to summarize information about norms and ideas that have been discussed to help with specific problems. Gently correct views you think are not helpful and supplement them with other suggestions as needed. You can also help one or two parents problem solve their concerns in detail (see the "Sample Concern" section on p. 277 for an example of this). During this problem-solving time, these parents are asked questions—by you and some of the other parents—that help alert *all* group members to think about their own attitudes toward food. Encouraging parents to think about their attitudes and appreciate what their child's behavior suggests about *his* attitude can be the major contributions of the discussion. (Many parents will go home and figure out their attitudes and expectations after hearing the issue raised in regard to another parent in the class.)

Additional Information for Parents

There is much information to be learned from the handout included for this topic (see p. 281): the norms of feeding skills; balanced meals and how much to expect a child to eat; helpful hints about the four major food groupings and about how to make food less of a major problem area for two-year-olds; information on milk products and other protein foods to help in making substitutes in a child's diet; nutritious and appealing snack foods; and a list of the major nutrients—why they're needed and what foods contain them.

---

[3] Much of the information for this topic has been provided by JoAnn Hattner, R.D., M.P.H., Nutritionist, Pediatrics, Stanford University Medical Center, Stanford, California.

Other important information for parents to learn on this topic is as follows.

- Parents need to be in charge of what foods are in the house and what's available for a child to eat.
- Parents can also set rules on the frequency of snacks; if too many are eaten, meal time appetites can be ruined. Children often say they are hungry or thirsty when they really mean that they are at loose ends. (By the way, the snacks that are served can be "healthy" foods, including, for example, the vegetables you were going to serve an hour later at dinner.)
- When a parent is concerned about how balanced her child's diet is, she can keep track of what her child eats and see if her child is getting an adequate nutritional balance. She can also learn what foods make good nutritional substitutes for those her child doesn't like.
- Some foods do ruin appetites and prevent the possibility of balanced diets. For example, two-year-olds may fill up on two or three 8-ounce bottles of milk a day and have little appetite left for other food.
- Parents should really learn what their own attitude about food is since their feelings about food and eating are conveyed to their child. Children can easily learn the extremes—disliking to eat and eating too much—and can be helped toward a more reasonable attitude if their parents answer some food-related questions, such as those in the "Sample Concern" section (see p. 277) for themselves.
- Lots of children are not as interested in eating as their parents had expected. Many parents expect their child to eat more than he wants, and this attitude can make a child even less interested in eating. In a power struggle over how much a child will eat, the child always wins.
- Most parents too, are frustrated with how little of the food they prepare is really eaten by their child. Children's appetites vary from day to day, and it often helps to prepare small amounts of food so both children and parents can feel more successful. Food can be frozen in very small containers.

Handouts

The handout for this topic includes "Eating and Nutrition" for one- to three-year-olds, "Suggested Daily Food Plan for Children 13 Months to Three Years," "Additional Information About the Major Food Groups," "Information on Milk Products and Other Protein Foods as Guides for Making Substitutes in a Child's Diet" (see Table 1), "Feeding Guidelines," "Suggestions for Children's Snacks," and "Major Nutrients: Their Roles and Sources" (see Table 2).

HANDOUT

EATING AND NUTRITION*

(15–36 months)

The following is some general information to keep in mind when planning meals for your child. Your child may well differ from the developmental norms described below since there are wide ranges in individual development, but the sequence of developing skills is generally correct and may give you some ideas on what to expect from your child.

*Child's Feeding Abilities***

Between 12 and 14 months, a child usually:
— can hold a cup with both hands; may need help in drinking.
— uses spoon poorly; finds it hard to fill, spills, turns it in mouth.
— dumps cup and food; throws utensils.
— demands to feed himself.
— handles finger foods well.
Between 15 and 18 months, a child usually:
— can hold a cup or glass well with both hands.
— can fill a spoon, still turns it in mouth, and usually returns to finger feeding before meal is finished.
— can drink and lower cup without spilling.
Between 18 and 24 months, a child usually:
— can fill a spoon, eat without turning it over.
— has increased ability to feed himself.
— handles a cup well.
— can discriminate between foods.
— asks for food, refuses food, says "all done," "more," and the like.
— can drink with a straw.
By three years, a child usually:
— spills little.
— pours well from a pitcher.
— feeds himself well using utensils.
— easily combines eating and talking.

Balanced Meals

Foods from the following four groups are necessary to ensure the essentials for health and growth.

1. Dairy foods—milk and milk products.
2. Protein foods—meat, fish, poultry, and eggs.
3. Vegetables and fruits.
4. Breads and cereals.

---

* This entire handout has been printed with permission of and/or consultation with JoAnn Hattner, R.D., M.P.H., Nutritionist, Pediatrics, Stanford University Medical Center, Stanford, California.

** Adapted from B. Umbarger, The Children's Hospital Research Foundation.

PARENTMAKING: A Practical Handbook for Teaching Parent Classes About Babies and Toddlers by B. Annye Rothenberg, Ph.D., Sandra L. Hitchcock, Mary Lou S. Harrison, and Melinda S. Graham. Copyright © 1981 by The Banster Press, P.O. Box 7326, Menlo Park, CA 94025.

SUGGESTED DAILY FOOD PLAN FOR CHILDREN 13 MONTHS TO 3 YEARS***

Foods	*Amount Each Day*	*Average Serving Size*
Milk and dairy foods	2 cups	1/4-1/2 cup (2-4 oz.)
Milk fortified with Vitamin D, regular, low-fat, evaporated.		
Cheeses or yogurt may be used in place of milk.		
Soy milk and tofu are substitutes if milk is not tolerated.		
Protein foods	1-2 servings	1-2 oz. or 1/4-1/3 cup
Meat, poultry, fish, eggs, vegetable protein, and peanut butter.		
Meats should be tender and easy to chew; peas and beans, cooked and mashed.		
Vegetables and fruits	4 or more servings	2-4 tablespoons
Raw or cooked, use dark green or deep yellow for Vitamin A.	1 serving at least every other day	
Fruit or vegetable high in Vitamin C (citrus).	1 per day	1/4-1/2 cup
Other fruits and vegetables, including potato.	2 servings	2-4 tablespoons
Breads, cereals, starches	4 or more servings	
Whole-grain breads and crackers.		1/2-1 slice bread 4 crackers
Cereals (fortified with iron for 18 mo. or younger) and starches, e.g., noodles and rice.		1/4-1/2 cup cereal or starches

Plus other foods

Other foods such as fats, butter, margarine, and energy foods such as fruit juice bars, frozen yogurt, sherbets, ice cream, gelatin, fruits, and puddings made with milk may be used to satisfy the child's appetite and to provide energy.

*** Adapted from U.S. Department of Health, Education, and Welfare, "Nutrition and Feeding of Children."

PARENTMAKING: A Practical Handbook for Teaching Parent Classes About Babies and Toddlers by B. Annye Rothenberg, Ph.D., Sandra L. Hitchcock, Mary Lou S. Harrison, and Melinda S. Graham. Copyright © 1981 by The Banster Press, P.O. Box 7326, Menlo Park, CA 94025.

Additional Information About the Major Food Groups

Milk and Milk Products

- A child between two and three years of age only needs to drink around 16 oz. a day. Some may drink less depending on growth rate and size.
- If your child is completely rejecting milk, try substituting foods that are cooked with milk. Good milk substitutes include yogurt, puddings and junket. Ice cream is not a very good substitute.
- Low-fat milk is recommended rather than no fat or skim, unless your child has other good fat sources.
- Mild flavored cheese is liked by most children and is a good source of protein.
- Cheddar cheese is a concentrated form of milk. A 1-ounce slice has about the same calcium as 1 cup of milk.

Protein Foods

- Two daily child-sized servings of meat, poultry, fish, or other protein food (approx. 2 oz. each time) is important for growing children.
- Liver is a good source of nutrients.
- When serving meat it may be helpful to serve it moist. Most children are less interested in dry meat. Bite-sized pieces that can be eaten with the fingers or a fork are usually easiest.
- Mild-flavored fish appeals more to children than does stronger-tasting fish.
- Peanut butter is a good protein food and popular with children.
- When serving eggs, moisture counts. Try not to let them harden.

Fruits and Vegetables

- 4-5 child-sized servings daily are recommended. Orange and grapefruit are the best sources of Vitamin C. Fresh fruit is preferable to canned because there is less sugar.
- Children may reject vegetables because of the way they are cooked. Use a small amount of water, cook fast, serve crisp. Vegetables may be served raw instead of cooked.
- If your child is rejecting vegetables, fruits may be substituted.
- Try to offer a wide variety of fruits and vegetables even though your child may not be very interested in them. One day, he may try them.

Cereals and Breads

- Use whole-grain or enriched breads and cereals.
- Cooked whole-grain cereals contain more vitamins and minerals than refined cereals, and they're cheaper. Avoid as much as possible cereals that are sugar coated. Cereals are already high in energy value.
- Avoid too much bran. It may be difficult for your child to digest.

Feeding Guidelines

Small Portions. Small portions are best. A child can always ask for seconds. A rule of thumb for serving sizes is 1 tablespoon of each food per year of the child's life during the preschool years.

Problem Eaters. Don't force or bribe. A child will only eat when he is hungry. A child's appetite usually stays about the same between ages two and three as it was during the previous year.

PARENTMAKING: A Practical Handbook for Teaching Parent Classes About Babies and Toddlers by B. Annye Rothenberg, Ph.D., Sandra L. Hitchcock, Mary Lou S. Harrison, and Melinda S. Graham. Copyright © 1981 by The Banster Press, P.O. Box 7326, Menlo Park, CA 94025.

TABLE 1. Information on Milk Products and Other Protein Foods as Guides for Making Substitutes in a Child's Diet

FOOD	AMT	CAL	PRO (gm)	Ca (mg)	PHOS (mg)	Fe (mg)
Whole milk	8 oz.	150	8.0	291	228	.12
Low-fat milk	8 oz.	121	8.1	297	232	.12
Skim milk	3 oz.	86	8.3	302	247	.10
Buttermilk	8 oz.	99	8.1	285	219	.12
Yogurt, plain	8 oz.	144	11.9	415	326	.18
Yogurt with fruit	8 oz.	225	9.0	314	247	.14
Cheese, cheddar	1 oz.	114	7.0	204	145	.19
Cottage cheese	1/3 c.	72	8.7	42	92	.09
Ice cream	1 c.	349	4.8	151	115	.10

Source: Dairy Council Digest

Egg, medium	1	72	5.7	24	90	1.0
Egg, extra large	1	94	7.4	31	118	1.3
Peanut butter	2 T.	188	8.0	18	112	.6
Soybean curd	2-1/2" x 2-3/4" x 1" piece	86	9.4	154	151	2.3
Beans:						
Soy, cooked	1/2 c.	90	9.9	66	161	2.4
Red beans, cooked	1/2 c.	109	7.2	35	129	2.2
White beans, cooked	1/2 c.	106	7.0	45	133	2.4
Peas, split, cooked	1/2 c.	115	8.0	11	89	1.7
Nuts, almonds	4 T.	192	6.0	76	160	1.6

Source: Agriculture Handbook #455

PARENTMAKING: A Practical Handbook for Teaching Parent Classes About Babies and Toddlers by B. Annye Rothenberg, Ph.D., Sandra L. Hitchcock, Mary Lou S. Harrison, and Melinda S. Graham. Copyright © 1981 by The Banster Press. P.O. Box 7326, Menlo Park, CA 94025.

EATING AND NUTRITION (continued)

Try offering a wide variety of foods rather than emphasizing quantity.

Meal Time Routine. It is important to establish a regular meal time routine. An orderly pattern of play, nap, and eating helps many children's appetites. Some meal time rules can be established.

Meal Time Atmosphere. Children learn by imitating, so it is helpful for them to have some meals with their parents (it is often hard eating with a young child, however). Allowances should be made for some messiness and finger feeding. To help the child improve his feeding skills, provide a spoon with a straight, short handle, a bowl with straight sides, a small glass, and a comfortable sitting position.

Snacks. Most children seem to need snacks. To avoid continual eating, try offering a set number of snacks each day (e.g., one morning and one afternoon) and not usually later than two hours before meal time. However, if your child really wants something to eat while you are preparing meals, you could give him a snack from the meal he is about to have. If you are worried about your child's weight, be careful what you buy. Once cookies, cakes, sweets, and the like are in the house, it is very difficult to deny them to your child. A list of snack suggestions is included below. In addition, slices or pieces of cheese are good snack foods along with Cheerios, bread with cottage cheese or peanut butter, pieces of fresh fruit or vegetables, juices and milk.

Suggestions for Children's Snacks

- Soup, for example, tomato, served in a small cup.
- "Applewiches" made by coring an apple and cutting it into rings, then spreading nut butter between the rings.
- A variety of breads, for example, whole wheat, rye, raisin, pumpernickel, cut with cookie cutters and covered with margarine or other spread.
- For a special treat at parties, a large apple can be cut into thin slices, peanut butter can be dropped on them and animal cookies stood up on the peanut butter for a "merry-go-round."
- For a nutritious birthday cake, a carrot-raisin-nut cake can be made, frosted with cream cheese icing.
- Cookies can be nutritious. Oatmeal and raisin, molasses, or peanut butter cookies are good energy sources plus suppliers of iron.
- Offer a plate of raw vegetables—cauliflower, green pepper, cabbage, and carrot slices—that children can help arrange. Cottage cheese (small curd) can be mixed with a little milk for a dip.
- Children can make their own finger salads with small tomatoes, lettuce and cucumber slices. You can add broccoli (cooked, but crunchy) for color.
- Children can help with an attractive raw fruit plate of orange slices, banana sticks, apple wedges, and berries.
- Frozen "fruitsickles" can be made with orange, pineapple, or apple juice. Pour juice into small paper cups or into ice cube tray. Before juice is completely frozen, place a popsicle stick in the center of each. Try this also with a mixture of plain yogurt, fruit, and a little honey, blended before you freeze it in paper cups.
- "Fruit slushes" can be made by placing crushed ice in a paper cup and pouring concentrated fruit juice over it.
- Children can make their own sandwiches with small squares of a variety of breads, cold meats, and cheese.
- An attractive finger food is a carrot with a prune or other fruit stuck on the end. Cheese cubes can be stuck on pretzel sticks, too.
- For "soda pop," add plain soda to fruit juices.
- "Plumped raisins": Drop raisins into boiling water for 1-2 minutes. Remove with slotted spoon and serve in a small bowl. Raisins will be moist and plump.
- Let your own imagination devise nutritious snacks for children using natural or fresh foods of bright color, good texture, appealing design, and small size.
- Remember, children like to be involved!

PARENTMAKING: A Practical Handbook for Teaching Parent Classes About Babies and Toddlers by B. Annye Rothenberg, Ph.D., Sandra L. Hitchcock, Mary Lou S. Harrison, and Melinda S. Graham. Copyright © 1981 by The Banster Press, P.O. Box 7326, Menlo Park, CA 94025.

TABLE 2. Major Nutrients: Their Roles and Sources*

NUTRIENT	*WHY NEEDED*	*WHERE FOUND*
Protein	Promotes growth and repair of body tissues; supplies energy; helps to fight infections; forms an important part of blood, enzymes, and hormones to regulate body functions.	Lean meats; poultry; fish; shellfish; eggs; milk; cheese. Next best are the proteins such as dry beans and peas; nuts; peanut butter; bread; cereals; wheat germ. If served with a complementary animal protein food such as cheese, the combined protein value is high.
Carbohydrates (Starches and sugars)	Supply energy; spare protein for body building and repair; also necessary for bulk and proper elimination.	Breads; cereals; grits; corn; rice; potatoes; the macaroni and noodle families; bananas; sugar; honey; syrup; jam; jelly; molasses.
Fats	Supply concentrated energy; improve taste of food; help body use other nutrients; help maintain temperature; lubricate intestinal tract.	Butter; margarine; whole milk; ice cream; cheese; egg yolk; shortening; lard; chocolate; chocolate candy; pies; puddings; salad oils.
Calcium	Builds sturdy bones and teeth; helps blood clot; helps to keep nerves, muscles, and heart healthy; aids in healing wounds; helps fight infections.	Milk; ice cream; cheese; cottage cheese; kale; collards; mustard and turnip greens; salmon; sardines.
Iodine	Helps thyroid gland work properly in regulating energy.	Iodized salt; salt-water fish and shellfish.
Iron	Necessary to form hemoglobin (red substance in blood) which carries oxygen from lungs to body cells.	Liver; heart; kidneys; oysters; lean meats; egg yolk; clams; whole-grain and enriched cereals; dry beans; molasses; raisins and other dried fruits; dark green leafy vegetables.
Sodium	Preserves water balance in body.	Salt; meat; fish; poultry; eggs; olives.
Potassium	Keeps nerves and muscles healthy; helps to maintain fluid balance.	Meat; fish; fruits; cereals.
Phosphorus	Essential (with calcium) for bones and teeth; helps fat do its job in the body; aids enzymes used in energy metabolism.	Milk; ice cream; cheese; meat; poultry; whole-grain cereals; dry beans and peas; fish; nuts.
Magnesium	A must for strong bones and teeth; helps muscle contraction; aids in transmitting nerve impulses.	Cereals; dry beans; meats, milk; nuts.

---

* Reprinted with permission of *Parents' Magazine*. From an article by Rita Moher appearing on p. 52 of March 1975 issue.

TABLE 2 (continued)

NUTRIENT	*WHY NEEDED*	*WHERE FOUND*
Vitamin A	Helps maintain eyesight, especially in dim light; aids growth of healthy skin, bones, and teeth; promotes growth; helps resist infection.	Liver; broccoli; turnips; carrots; pumpkin; sweet potatoes; winter squash; apricots; butter; fortified margarine; egg yolk; fish-liver oils; cantaloupe.
Thiamine (Vitamin B_1)	Helps body cells obtain energy from food; aids in keeping nerves healthy; promotes good appetite and digestion.	Pork; lean meats; poultry; fish; liver; dry beans and peas; egg yolk; whole-grain and enriched cereals and breads; soybeans.
Riboflavin (Vitamin B_2)	Helps body use protein, fats, and carbohydrates for energy and for building tissues; aids in maintaining eyesight; promotes radiant skin.	Milk; cheese; liver; kidneys; heart; eggs; green leafy vegetables; enriched cereals and breads; yeast.
Niacin	Required for healthy nervous system, skin, and digestive tract; aids energy production in cells.	Lean meats; poultry; fish; variety meats; dark green leafy vegetables; whole-grain and enriched cereals and breads; peanuts; peanut butter.
Vitamin C (Ascorbic acid)	Aids in building the materials that hold cells together; helps in healing wounds and resisting infection; needed for healthy teeth, gums, and blood vessels.	Citrus fruits; strawberries; cantaloupe; tomatoes; potatoes; Brussels sprouts; raw cabbage; broccoli; green and sweet red peppers.
Vitamin D	Helps body use calcium and phosphorus to build strong bones and teeth.	Fortified milk; fish-liver oils; egg yolk; liver; salmon; tuna. Direct sunlight also produces Vitamin D.
Vitamin B_6	Aids body to use protein and maintain normal hemoglobin in blood.	Meats; wheat germ; liver; kidney; whole-grain cereals; soybeans; peanuts.
Vitamin B_{12}	A necessity for producing red blood cells and for building new proteins in the body.	Meats; liver; kidneys; fish; eggs; milk; cheese.
Vitamin E	Function is not clearly understood, although it is thought to help form red blood cells, muscle, and other tissue.	Wheat-germ oil; salad oils; green leafy vegetables; nuts; dry beans and peas; margarine.
Vitamin K	Promotes normal blood clotting.	Green leafy vegetables; cauliflower; egg yolk; liver; soybean oil.

5

PLAY AND LEARNING[1]

background/preparation

Goals to Work Toward in Presenting This Topic

See the "Goals to Work Toward" section (p. 225) under "Play and Learning" for 15- to 24-month-olds.

Typical Parental Interests and Concerns About This Topic

1. How can I get my child to play by herself more of the time?
2. Sally can play with books or beads or building blocks for long periods of time but never seems to want to play outside by herself and do more active things.
3. My child is on the move all the time and I can't seem to get him to settle down with any one thing for more than a minute. I'm wondering if there's some way to increase a child's attention span.
4. I think Melissa is getting too interested in television. She asks about it a lot. I know it has some educational value, but how do you decide how much TV to let a child watch?
5. I'm wondering if this is a good age to start crafts activities. What do you start with?
6. Sometimes I think I don't even have the right toys at home. How can I know?
7. Are there any things I should be teaching my child? She seems very interested in the alphabet letters.
8. Aaron gets frustrated very easily and then he starts to scream or throw things.
9. When can children start putting things away? Hilary takes everything out but shows no interest in putting things away.
10. My child is forever saying, "Mommy do it." I want to be able to get her to do more of her own play activities.

Areas of Information You Will Need to Learn About to Teach This Topic

- The dynamics between a demanding child and his parents.
- The value and effect of television on pre-school children and the parents' role in its use.
- Crafts activities appropriate for two-year-olds.
- Kinds of pre-academic experiences children of this age are interested in.
- The major causes of frustration for two-year-olds.

---

[1] The primary information for this topic can be found in the 15- 24-month-old section on play and learning (p. 225). Use that section as a basis and *supplement* with this section for two-year-olds. (Only the "Sample Concern," the "Readings," and the "Homework" sections are complete without the 15- to 24-month play and learning topic.)

Family Dynamics—What This Topic Means Psychologically to Parent and Child

Parents of two-year-olds tend to be interested in seeing their children become somewhat more independent in their play. Thus there is interest in having toys, play materials, and other activities in the home that will provide a well-rounded and interesting set of experiences for the child.

Young children, on the other hand, often do not have the cognitive skills necessary for extended periods of play. In addition, two-year-olds—first children especially—are used to having their needs met rapidly so their style is still quite demanding.

Sample Concern of Parents

Concern	*Critical Issues*
My child and I have some days where we are constantly battling.	—Battling days.
He wants me to play with him more than I want to. And he becomes very demanding.	—Demanding child.
I feel guilty and then I get angry and sometimes by 5 p.m. I'm wishing the whole day had never happened.	—Parent feels guilty and angry. —Parent feels disgusted.

Key Questions

1. What is your day and your child's day typically like?
2. What seems to make him more demanding?
3. What have you found that encourages him to amuse himself more?
4. What are you feeling when he continues to be demanding?
5. What message do you think he's getting from what you say and how you say it when he's demanding?

For the group

6. Is there anything others in the group can think of that could change the way demandingness can be handled? What effect do you think that will have?

Readings and Other Resources

Dodson, Fitzhugh, *How to Parent* (New York: The New American Library, Inc., 1970), pp. 300-319, 329-413.

*Elkind, David, *The Hurried Child: Growing Up Too Fast Too Soon* (Reading, Mass.: Addison-Wesley, 1981).

Gordon, Ira J., Guinagh, Barry, and Jester, R. Emile, *Child Learning Through Child Play* (New York: St. Martin's Press, 1972).

*Gregg, Elizabeth and Knotts, Judith, *Growing Wisdom, Growing Wonder* (New York: Macmillan, 1980).

Huntington, Dorothy, Provence, Sally, and Parker, Ronald, K., *Day Care Serving Infants 2* (U.S. Department of HEW, Office of Child Development, 1971), pp. 64-72. To order, send $.75 to Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. Request Stock Number 1791-0164.

*Jones, Molly Mason, *Guiding Your Child from Two to Five* (New York: Harcourt, Brace, & World, Inc., 1967), pp. 74-112, pp. 184-197. (This book is out of print but should be available through your library.)

*Leach, Penelope, *Your Baby and Child* (Westminster, Md.: Alfred A. Knopf, 1978), pp. 334-354, 422-433.

Liepman, Lise, *Your Child's Sensory World* (Baltimore, Md.: Penguin Books, Inc., 1973).

*Light, Elizabeth S., "Get Ahead Games for School Beginners," *Parents' Magazine* (August 1974), p. 36.

Stein, Sara Bennett, *New Parents' Guide to Early Learning* (New York: The New American Library, Inc., 1976), pp. 57-94.

Sutton-Smith, Brian and Sutton-Smith, Shirley, *How to Play with Your Children (And When Not To)* (New York: Hawthorn Books, Inc., 1974), Chapter 6.

Winn, Marie, *The Plug-In Drug* (New York: Viking Press, 1977).

teaching/presentation

Homework

The homework for this topic helps each parent focus on her child's play style, her own play style and her spouse's, and any questions she may have concerning the area of play.

Practical Suggestions or Strategies for Teaching This Topic

See the "Practical Suggestions" section of the 15- to 24-month old topic on play and learning (p. 227) and the concerns of parents of two-year-olds (p. 288).

Mini-lecture and Lead-off Questions for Discussion

See the "Mini-lecture and Lead-offs" section (p. 230) of the 15- to 24-month-old topic on play and learning and the "Additional Information" section of this topic.

Additional Information for Parents

- See the handout on p. 294 for information on two-year-old motor development.
- See the information in the "Additional Information" section under 15- to 24-month-old play and learning (p. 230).
- How well children learn to play by themselves is influenced by parents' expectations for themselves and their children. Parents need to be reminded to tap into their own feelings and attitudes about the subject of play. Children pick up their parents' guilt and ambivalence when asked *hesitantly* to play on their own and then find it even harder to stay away from their parents and comfortably play alone. Parents need to remember to consider their child's age and temperament when they ask him to play alone.
- Sometimes parents can help increase a child's attention span by finding more intriguing materials for him to use; by providing a more conducive atmosphere and adult models for concentration; by inviting friends over to play with their child; or by trying to help their child gain mastery over some of the things he has not been able to concentrate on.
- Most children do need limits on television watching, both in terms of the programs that may be seen and how long they may watch. An hour a day for pre-school children has been suggested as reasonable. Parents may wish to discuss some of the TV programs their children see as well as how they set limits. Even before kindergarten, children can become so absorbed in watching television that some negative after-effects have been observed. (See Marie Winn's *Plug-In Drug* for further information.)
- Crafts activities can be introduced at this age but need to be very simple; children's ability to work with craft materials is limited, and frustration with them can cause loss of interest. Some children aren't really interested until age 5 or 6, but tearing and gluing paper, using playdough, pasting stick-on labels, and drawing with felt-tip pens are good initial projects.
- A discussion by the parents about types of toys—the needs they fill and which are most successful—could be very valuable. Most two-year-olds especially enjoy boxes, baskets, tunnels, dress-up clothes, dolls, tools, puzzles, blocks, music makers, a work table and chairs, but prefer whatever the adults near them are using. Housewares and hardwares might therefore be better investments than expensive toys. (See the handouts "Some Examples of Two-Year-Olds' Types of Exploring" and "Types of Play.")
- Most children let parents know that they are interested in and ready to *learn* by the questions they ask and the things they point out. Many two-year-olds start to identify alphabet letters and use

HOMEWORK

EXPLORING, PLAYING, AND LEARNING

(2-3 years)

1. What are the activities your child enjoys? (Include places, people, toys, and so on.)

2. How have the skills that your child has developed recently influenced his/her play?

3. Are there any special interests or skills that your child tends to focus on more than other children the same age do?

PARENTMAKING: A Practical Handbook for Teaching Parent Classes About Babies and Toddlers by B. Annye Rothenberg, Ph.D., Sandra L. Hitchcock, Mary Lou S. Harrison, and Melinda S. Graham. Copyright © 1981 by The Banster Press, P.O. Box 7326, Menlo Park, CA 94025.

EXPLORING, PLAYING, AND LEARNING

4. Think about what your child did during the last few hours he/she was awake and describe the learning that you think has been going on through that play.

5. What aspects of your child's play or your play with him/her are you finding troublesome (i.e., are not going as smoothly as you had hoped)?

6. How does your spouse's way of playing with your child differ from yours?

How does your child handle these differences?

Parent's name ______________________ Date ________ Child's age ______

PARENTMAKING: A Practical Handbook for Teaching Parent Classes About Babies and Toddlers by B. Annye Rothenberg, Ph.D., Sandra L. Hitchcock, Mary Lou S. Harrison, and Melinda S. Graham. Copyright © 1981 by The Banster Press, P.O. Box 7326, Menlo Park, CA 94025.

color names and a few numbers. Parents often feel that they should launch a program to consolidate these areas quickly and move into an academic curriculum. Generally, however, this approach may put more pressure on a two-year-old than he can handle. A good middle-of-the-road recommendation would be to let the child take the lead in areas of learning with the parent answering and reinforcing what the child asks.

It is believed that a strong preparation for academics comes not from an organized, *academically* focused pre-school curriculum but from experiences in the pre-school years that improve concentration, eye-hand coordination, visual and auditory discrimination, and so on. These experiences come through such activities as pounding, scribbling, looking through books, following directions, and the like. For parents who are eager to do more formal "teaching," sorting, matching, knowing body parts, understanding a few prepositions, some counting, following directions, learning colors, knowing own (street, town) names and copying of simple lines are suggested. (Other suggestions can be found in the handout sections "Some Developmental Motor Skills," "Some Self-help and Awareness Skills of Two- to Three-Year-Olds," and "Some Examples of Two-Year-Olds' Types of Exploring" beginning on p. 294.) Remind parents that it is easiest for two-year-old children to learn "on-the-run" when *they* are interested, *not* when the parents have 15+ minutes for a formal sit-down learning situation.

- Two-year-olds tend to get frustrated very easily. They are becoming more independent in certain ways and want to do a lot of things for themselves. They will at times refuse your help and yet work themselves into a frenzy if they are unable to do what they want, such as buckle their own shoes.

Frustrating times obviously require a great deal of patience on the parents' part, and how well parents and their child get through this stage will depend a great deal on how anger is handled in their family. Some of the *most* frustrating playthings and clothes could be put away for a few months, or parents could attempt to help their child *part* way with something he finds very frustrating, at least when he is not too tired. Parents can share with each other how their families deal with frustration.

- Putting things away is something you can ask a two-year-old to help with. Two-year-olds often have trouble, however, leaving things they just put away, and you will need to work with them on this. Cleaning up is a hard process for preschoolers to learn, but if parents persevere, children become more helpful over a period of years.
- Two-year-olds will often ask their parents to make something out of playdough or draw a picture for them. Usually this happens because the child recognizes that what the parents make is far better than what he can do. When children play together, it is often easier for each child to feel good about what he's making, because the standard of comparison is much more at their level.

Handouts

A lengthy general handout for this topic can be found on pp. 234-237 in play and learning for 15- to 24-month-olds. The Play and Learning handout that concerns only two-year-olds has three sections—"Some Developmental Motor Skills," "Some Self-help and Awareness Skills of Two- to Three-Year-Olds," "Some Examples of Two-Year-Olds' Types of Exploring," and "Types of Play"—and can be found on the following pages.

HANDOUT

PLAY AND LEARNING

(2–3 years)

Some Developmental Motor Skills*

Gross motor skills	
Can jump off a step	by around 2 years
Can throw, catch, and bounce a ball (beginnings)	by around 2½ years
Beginning to hop	by around 2½ years
Pedals tricycle	by around 2½ years
Can walk up and down stairs, one foot per stair	by around 2½ years
Turn somersaults	by around 3 years
Begins to balance on one foot	by around 3 years
Can attempt broad jump	by around 3 years
Can jump over rope raised several inches	by around 3 years
Begins to skip	by around 3½ years
Fine motor skills	
Copies circle, cross, vertical and horizontal lines	by around 2½ years
Cuts with scissors	by around 2½ years
Builds 6-block tower	by around 2½ years
Strings beads	by around 2½ years
Winds up toy	by around 3 years
Holds pencil correctly	by around 3½ years
Traces along line	by around 3½ years

Some Self-help and Awareness Skills of Two- to Three-Year-Olds**

Knowledge of family, self	
Can identify self by first name	around 2 years old
Tells own sex, full name and age	by 3 years
Can tell the number of family members	by 3½ years
Body parts	
Points to hair, hands, ears, head, legs, arms	by 1½ years
Points to fingers, toes, stomach, back, knee, chin	by 2½ years
Points to teeth, heels, fingernails	by 2½ years
Dressing	
Removes unfastened garments	by 2 years
Unbuttons front buttons	by 2½ years
Removes pull-down garments (pants)	by 2½ years
Puts on shoes	by 3 years
Dresses with supervision	by 3½ years

---

* There is a wide range of normal development among children.

** By the age listed, most children have accomplished that particular skill. Remember, though, that children differ from each other in their patterns of abilities.

PARENTMAKING: A Practical Handbook for Teaching Parent Classes About Babies and Toddlers by B. Annye Rothenberg, Ph.D., Sandra L. Hitchcock, Mary Lou S. Harrison, and Melinda S. Graham. Copyright © 1981 by The Banster Press, P.O. Box 7326, Menlo Park, CA 94025.

Toileting	
Turns faucets on and off	by 2 years
Washes hands (purposefully)	by 2½ years
Flushes toilet (purposefully)	by 2½ years

Some Examples of Two-Year-Olds' Types of Exploring***

Combining
Molding
Spreading
Heaping
Squeezing, making holes
Breaking, mending
Using tools (sticks, etc.)
Finger painting
Crayoning
Stringing
Scissoring
Lacing
Fitting puzzles
Running
Throwing
Jumping
Climbing
Pedaling
Pushing
Pulling
Hitting
Punching
Picking
Balancing
Splashing

Types of Play

Large Motor

climbing, sliding: ramps, jungle gym, ladder
jumping: rope stretched out; old mattress
ride-on vehicles: tricycle, big wheel, jumphorse (Wonder Horse)
pushing, pulling: wagons, wheelbarrows, lawn mower
running:
building:
tumbling:
swinging: (children learn to pump when they're around 4 years old)

Fine Motor

throwing and catching: ball (Nerf or whiffle); foam blocks, bean-bag
put-together: puzzles, lock and key; little dolls that fit in round holes; beads on string, pegboards; Legos; number sorter
nesting: cans, bowls, round cups
filling and dumping: junk mail—oatmeal carton; large ice cream container; carrying basket or pail of things; emptying drawers
pounding: pounding board
stacking: rings on wooden dowel; round cans
building: blocks
screwing lids: lids on jars (baby food jars)
sorting: shape sorting box
carrying: boxes and buckets of things

Messy Play

sand: pail, shovel or spoon; cups; a dump truck; use cornmeal in winter
water: sprinkler can, tub (sink inside), hose, funnel, things to wash, sieve, squeeze bottle, sponge; bubble blowing
dirt:

Surprise Toys (the unexpected happens)

telephone pop-up; cash register
jack-in-the-box (music box also)
toys with strings where something happens when you pull them
flashlight, bells. buzzers

Imitation-Social Play

dress-up: hats, shoes, clothes; beads; goggles or glasses; gloves
dolls: stroller; stick horse; dishes-pretend play
help in kitchen: mop, broom, etc.; setting table; cooking
toy telephone
tools
working in the yard—using a hose or watering can

*** Taken from Sutton-Smith, Brian and Sutton-Smith, Shirley, *How to Play With Your Children* (New York: Hawthorn Books, Inc., 1974), pp. 93-94.

PARENTMAKING: A Practical Handbook for Teaching Parent Classes About Babies and Toddlers by B. Annye Rothenberg, Ph.D., Sandra L. Hitchcock, Mary Lou S. Harrison, and Melinda S. Graham. Copyright © 1981 by The Banster Press, P.O. Box 7326, Menlo Park, CA 94025.

putting things back in their places
transportation toys: cars, trucks

Dance, Music
rhythm instruments
listening to music; dancing
playing games: Ring Around the Rosy; Pop Goes the Weasel; London Bridge; Mulberry Bush; Follow the Leader, etc.
singing:

Crafts (child-sized tables and chairs)
playdough (½ cup salt; 1 cup flour; 1 cup water; 2 T. oil; a few drops of food coloring; 2 tsp. cream of tartar—Mix over high heat until it forms a ball; knead it; store in a plastic bag in refrigerator.)
crayons or felt-tip pens
chalk
easel or finger painting—big paper
gluing
cutting or tearing

Concentration/Language Activities (lots of relating with parents)
reading: catalogs, books, scrapbooks
talking: about opposites (e.g., hot-cold, slow-fast, etc.); time words; parts of body; quality of objects; sorting and matching

Security Objects
blankets, cuddly animals or dolls; bottles

6

SOCIALIZING AMONG CHILDREN

background/preparation

Goals to Work Toward in Presenting This Topic

Relationships among children are always an important topic for parents of two-year-olds. Many parents are quite surprised and bothered by how two-year-olds relate to other children and often feel, too, that their own child's behavior with his peers is either too aggressive or too passive.

The goals to work on in this topic are: (1) to help parents learn how social development usually occurs in children; (2) to help parents deal with the thorny problem of whether to step in and help children solve conflicts or to let them work it out on their own; (3) to help parents learn some useful techniques for handling conflicts, including working with the "aggressive" and the "passive" child; (4) to help parents learn what being with other children means to a child so that they can determine the sort of play situation—number of children, frequency of play times, ages of other children—that would be helpful to their child; (5) to help parents learn what they can do in their relationship with their child that will affect his behavior when other children are there; (6) to help parents deal with handling conflicts and setting limits when the other child's parents are there as well.

Typical Parental Interests and Concerns About This Topic

1. My child used to be friendly toward other children. Now all I hear is screams of "no" and "mine." And my child is hitting other children. I don't understand what's going on.
2. How much should I interfere in conflicts between my child and the children he has over to play with? Will they grow out of it?
3. What are some of the ways I can help resolve conflicts? I try to get John and his friends to share, but they don't seem to be catching on to that idea. There's so much grabbing, pushing, and hitting.
4. Having other children over is something I'm beginning to dread because of all the hassles. How much contact with other kids is really necessary at this age?
5. Megan is very bossy with other children. I don't know whether to talk to her about it after the other child leaves, or what.
6. How can I help my child be more assertive? What should I tell my child to do when she's hit by another child?
7. My child always ignores the other children he's with. I don't understand why. Does this mean he'll always be a loner?

8. Ken is very shy with new children. Is there anything I can do to help him overcome this?
9. Lately my child has started to bite other children when they have what he wants. I've tried yelling and picking him up and putting him in his room but his behavior is not changing. Other mothers are beginning not to want their children to play with mine. This whole thing is making me furious at him.
10. My biggest problem is handling conflicts between Annie and another child when the other mom is there. Everything becomes so emotional. I'm so concerned about what the mother will think and what will happen to our friendship.

Areas of Information You Will Need to Learn About to Teach This Topic

- How social development occurs in the two- to three-year-old period and beyond.
- Techniques that are useful for parents to learn to help them deal with children's conflicts.
- Specific ways to help children who are at the ends of the continuum in aggressiveness/passiveness.
- The kinds of social situations that are easiest for two-year-olds of various temperaments to handle.
- The effect of parents' relationships with their child on the child's relationship with other children.
- The effect of parents' presence on other parents when children are together.

Family Dynamics—What This Topic Means Psychologically to Parent and Child

Social relations mean a lot to most parents, and where their children's relations are concerned they often have strong feelings and too-high expectations. Many parents feel very personally involved in the way their child treats others. Parents often think their child will learn how to play with other children just as naturally as she learned how to walk, and that if they, the parents, are nice people, their child will be nice toward others most of the time. When their child treats others in what seems like a cruel or selfish or disinterested way, parents naturally react with disbelief, embarrassment, disappointment, and anger. Parents' strong feelings and mistaken assumptions often make having playmates over a difficult situation for both parents and children.

From the child's point of view, it's interesting to have other children nearby. There's a lot to learn and you never really know what's going to happen next. A child learns about himself as he relates to others and he learns about keeping things he wants, negotiating for what he wants, and handling frustration and disappointments. He also learns a lot from his own ongoing relationship with his parents as well as from their showing him ways of solving conflicts with other children.

Sample Concern of Parents

See p. 216 in the 15- to 24-month-old section.

Readings and Other Resources

*Ames, Louise Bates and Ilg, Frances L., *Your Two-Year-Old* (New York: Delacorte Press, 1976), pp. 19-28.

Gesell, Arnold, Ilg, Frances, and Ames Louise, *Infant and Child in the Culture of Today* (New York: Harper & Row, 1974), pp. 306-307, 319.

*Jones, Molly Mason, *Guiding Your Child from Two to Five* (New York: Harcourt, Brace & World, Inc., 1967), pp. 192-209. (This book is out of print but should be available through your library.)

Leach, Penelope, *Your Baby and Child* (Westminster, Md.: Alfred A. Knopf, 1978), pp. 354, 402-405.

*Winn, Marie and Porcher, Mary Ann, *The Playgroup Book* (Baltimore, Md.: Penguin Books, Inc., 1967), pp. 45-55. (This book is out of print but should be be available through your library.)

teaching/presentation

Homework

The homework for this topic has been planned to help parents develop a better understanding of their child's interaction with other children and to assess their own ability to deal with these situations.

Practical Suggestions or Strategies for Teaching About This Topic

- This topic leads quite naturally into a discussion of nursery schools and will work well if scheduled just prior to that topic.
- After a mini-lecture on development, ask the parents to mention the questions they would like to deal with. Then place the questions into an order. Work through the questions with a combination of mini-lecture, discussion, and problem solving.

Mini-lecture and Lead-off Questions for Discussion

Much of the material on socializing found on pp. 219-220 of the 15- to 24-month old section is relevant here. Add to it the handout material on general development found on p. 301.

Additional Information for Parents

Children do need to be supervised by parents when they play. If playmates seem evenly matched, then parents can supervise by just being within earshot. If one child is constantly frustrated, however, parents can be of great help by taking a teaching and modeling role and helping the frustrated child by showing him what he can do or say. In this way, the parent can teach both children. Children do need to know what the parents think is acceptable behavior.

When playmates' parents are present during their children's play, it is helpful to have the parents agree on who will set limits and handle conflicts. This will avoid having two conflicting sets of rules being handed out at the same time. The parent whose home is being played in is the likely rule maker.

When parents disagree with each others' rules, it can be very difficult to work out; problems, however, generally are settled over a period of time. Uncertainty on each parent's part is often what causes most of the difficulty, and problems usually are less frequent as parenting confidence and comfort increases.

See pp. 220-222 of the 15- to 24-month-old section for further information.

Handouts

There are three parts to the handout, "Playing with Other Children," for this topic. "General Development" provides information about general social development; "Handling Conflicts" makes suggestions about how to talk to children about their conflicts and settle them in a positive way; "Preparing for Guiding Young Children" discusses ways to handle conflicts and encourage children toward less aggressive behavior. Parents may also be referred to pp. 194-198 in Molly Mason Jones' *Guiding Your Child from Two to Five*.

HOMEWORK

SOCIALIZING AMONG CHILDREN

(2–3 years)

1. How often is your child with other children? (Please mention whether he/she gets together regularly with any other children and how old they are.)

2. What is your child like with other children around his age (i.e., how does he/she behave toward other children)? Distinguish between the different reactions your child may have to different kinds of children.

3. Give an example of a conflict situation between your child and another child and also describe what *you* did. (Are there other things you also do when your child is in conflict with another child?)

4. What kinds of questions do you have about your child's relationships with other children?

Parent's name ______________________________ Date ________ Child's age _____

PARENTMAKING: A Practical Handbook for Teaching Parent Classes About Babies and Toddlers by B. Annye Rothenberg, Ph.D., Sandra L. Hitchcock, Mary Lou S. Harrison, and Melinda S. Graham. Copyright © 1981 by The Banster Press, P.O. Box 7326, Menlo Park, CA 94025.

HANDOUT

PLAYING WITH OTHER CHILDREN

(2–3 years)

General Development

- "Two's" begin this stage by being more involved with the adults when both adults and other children are nearby. Slowly they begin to show increasing interest in their peers.
- At the beginning of this stage, there is much more solitary play than parallel or cooperative play. However, solitary play does develop into parallel play and some moments of cooperative play, though the latter does not come for some children until age five.
- Cooperative play often begins on a more physical level (for example, chasing games) but older "two's" do initiate conversation with peers and get responses. The two-year-old's social relations are tentative and experimental.
- Protecting their toys is a very important part of how two-year-olds spend their time with each other. "Two's" often sound far more aggressive than they really are, but they do need to know what you consider to be unacceptable behavior. Around two-and-a-half, children find it more comfortable to begin sharing and trading.
- "Two's" cannot usually stay in a structured group situation for prolonged periods.

Handling Conflicts

Some techniques for handling conflicts are:

- asking the children to take turns
- having the children trade objects
- helping the child to find a substitute toy or object for his playmate
- helping each child know what to say to the other

General guidelines:

- Let children try to work things out *if* they are evenly matched.
- Don't let them hurt each other.
- Consider cooling-off periods of several weeks for children who are in a constant bitter struggle.
- Have some activities in mind for the children, especially if it's a very argumentative day for them.
- Help your child get ready for his playmate by talking about who is coming, about what the children might enjoy doing, and by putting his "special, too-hard-to-share" toys away.
- Show your child some positive ways of relating to other children.

Preparing for Guiding Young Children*

The following tips on handling children during play are meant to be adapted to your particular parenting style and situation.

1. When you want to talk to a child, get her attention first. Address her by name, use a quiet voice when speaking, and be sure to be close to the child. Get down to her level by bending, sitting or squatting.
2. Phrase questions positively. Use direct action verbs, such as, "Keep the sand low" rather than "Don't throw sand."
3. It is helpful to give children advance notice of an upcoming activity so they can finish what they are doing and be prepared to accept the change. You might say, "You need to finish up your project now, it is almost time for juice." Or, "You have time for one more painting, then it will be time to clean up." It is most important that you

PARENTMAKING: A Practical Handbook for Teaching Parent Classes About Babies and Toddlers by B. Annye Rothenberg, Ph.D., Sandra L. Hitchcock, Mary Lou S. Harrison, and Melinda S. Graham. Copyright © 1981 by The Banster Press, P.O. Box 7326, Menlo Park, CA 94025.

have it clear in your own mind whether or not there is a choice for the child. If there is no choice, don't ask, "Do you want to wash up now?" Instead say, "You need to wash now."

4. Expect a child to do what needs to be done if it is important; you can show him an action's importance by the firm tone of your voice.

5. To develop self-reliance in a child, within the limits of his ability, let the child do as much for himself as possible: give help only when it's clearly needed. Try not to *impose* sharing and turn-taking on children unless it is clearly necessary, and encourage children to do their own negotiating for turns: "Ask him if you can have it next, after his turn," or "You will be through soon, won't you? Sharon is waiting for her turn. Will you please tell her when you have finished?" You could suggest taking turns or cooperating in a venture: "Jon can give you a ride, then you can pull him."

At certain times, you may need to step in and limit turns. Try to set the limits at the outset and make sure all children understand whys and hows. You might say, "Since both of you want turns on the silver bike today, we'll each take 10 rides around the circle. You may do 10 times around for your turn, then it will be Jon's turn. I'll help you count." Or, "We are having five-minute turns on the silver bike today because Jon is waiting for his turn. I will watch the clock and tell you when your five minutes are up." Encourage any imposed-upon child to stand up for his rights by helping him say, "It is still my turn," or "You can have it when I have finished."

6. Encourage the children to be more verbal, to substitute verbal for aggressive physical approaches: "Tell him what you want," "You can talk to him. Say . . ."

7. For children who are having difficulties, suggest ways to offer and accept compromises, trades, and substitutions, to give something or do something for the other child, and to participate in the other child's activity.

8. Aggression is one of the hardest problems to handle in children's play because it requires immediate attention and may arouse strong emotions. Try to remember that some negative behavior is normal, but be concerned when someone may be hurt or when the frequency and intensity of the aggression make it a real problem.

- Try to discover the aggressor's motive. Does he want to play with the child he is disturbing? Was his negative behavior triggered by something someone else did to him? Does he lack social techniques to get what he wants?
- Encourage the expression of the child's *feelings* while you are helping him to control his *actions*. "Can you tell me about it?" "You are very angry, I know, because he wrecked your building, but you cannot hurt him." "You want to play with him, don't you? It's hard to be friends when you push him like that. Let's bring a wheelbarrow with blocks, maybe you can be the delivery man."
- Help the aggressor to understand the other child's feelings, that pushing hurts, that she doesn't like it, etc.
- Don't ask a child to apologize.
- Don't shame him; avoid words like "baby," "bad boy," "bully," etc. The act may be undesirable, but the child is not bad.
- Be ready to suggest special-interest activities to the aggressive child, to forestall trouble, to plan ahead so he will have less chance of reaching a crisis.
- It is important that the aggressive child know you still like him, too, so see that he receives an affectionate pat or smile.

9. Children feel more comfortable with adults whom they know have limits beyond which they will not be pushed.

---

* Adapted from information prepared by the Menlo-Atherton Cooperative Nursery School, Menlo Park, California.

Copyright © 1981 by The Banster Press, P.O. Box 7326, Menlo Park, CA 94025.

7

NURSERY SCHOOLS

background/preparation

Goals to Work Toward in Presenting This Topic

The topic of nursery schools is one of great interest to parents since they are concerned about what their child's first experience in a school setting with a professional teacher will be like.

The specific goals to work toward on this topic are: (1) to help the parents determine their feelings and attitudes toward nursery school; (2) to have the parents learn what can and cannot be expected of nursery schools; (3) to help parents learn how to look for and evaluate nursery schools or other child-care programs, especially as they relate to their own child; (4) to teach parents how to help their child through his first nursery school days.

Typical Parental Interests and Concerns About This Topic[1]

1. What I'm wondering is when and how you should start looking at nursery schools. I've heard that some of the best ones are already full for the fall and will only put you on a waiting list.
2. I've visited a few nursery schools but I'm having trouble trying to figure out how to compare them. How can you tell what's a better school?
3. How much structure does a child need at this age?
4. I was thinking the other day about all the fuss that people make over nursery schools. When I was little, I never went to one and I turned out all right. Do children really need to go to nursery school? I really don't want to see Alison pick up a lot of bad habits.
5. How can you tell when your child is ready for nursery school (or day care)?
6. What are the different kinds of nursery schools and what are their pros and cons?
7. I don't know if my child is going to be able to go to nursery school because he isn't toilet trained yet. I think most nursery schools require that.
8. Michael's birth date means he will just miss the public school cut-off for kindergarten. So I have to decide whether to send him to nursery school for two or three years. I'm afraid he'll get bored with too much nursery school.
9. Can you recommend some specific nursery schools that you've heard are good?

---

[1] Since children in this age range generally have not started nursery school yet, parents have many questions but really do not have "concerns."

Areas of Information You Will Need to Learn About to Teach This Topic

- What a child and her parents can expect from the child's attending nursery school.
- The kinds of nursery schools—cooperative, traditional, Montessori, and so on—that are in your geographical area, and their pros and cons. (You will need to visit and become familiar with local nursery schools, their staff, programs, and costs.)
- The procedures for visiting nursery schools and at what time of the year this should be done by parents.
- Some good guidelines for evaluating nursery schools and ways they can be applied to individual children.
- What parents can expect when their child begins nursery school.
- Alternatives to nursery schools, such as play groups (for information on this area, see p. 221 of the 15- to 24-month-old topic "Socializing Among Children") and community resources like kindergym.

Family Dynamics—What This Topic Means Psychologically to Parent and Child

Many parents have some anxiety about the prospect of their child's attending nursery school. Some concern is usually directed toward the child's starting off in a *good* school and further concern may center around the formal beginning of separation, how well their child may be cared for, the fact that they will no longer know everything that goes on in their child's life. Anxiety can also result if parents find themselves looking forward to the free time nursery school will provide for them; they may feel guilty about their eagerness for the nursery school year to begin. Parents may worry, too, about how their child will do in school, particularly how he will adjust to and like the situation. They may be hesitant about the feedback they could get from the "professional educator," thinking of their child's abilities and personality as a reflection on the job they have done as parents.

From the child's point of view, the *idea* of going to nursery school doesn't have any concrete meaning unless he has visited his friends or older sibling's school many times. However, the *actual starting* of school means a lot to most preschoolers, but their reactions vary tremendously both initially and as the school year goes on. Common concerns of pre-schoolers are being left and not picked up; that the teacher and other children are mean; that you must do things you don't want to do; and a fear of the unknown. A child's comfort in nursery school depends on many interconnected facts, such as his immediate and ongoing relationship with his parents, his temperament, the teacher, the school setting, and the other children. Starting school may not be easy for either parent or child, since each may bring fears and concerns into the situation.

Sample Concern of Parents

Concern	*Critical Issues*
How can you tell when your child is ready for nursery school?	—Parent is uncertain if child can deal with nursery school.

Key Questions

1. What makes you feel your child is not ready? (Has he stayed in other group situations without you?)
2. How do you think those areas will be troublesome for him?
3. How do you feel about sending your child to nursery school?
4. What are your goals for him for this first school experience?

For the group

5. Do you sometimes wonder if your child is ready for nursery school?
6. How do you deal with this?
7. What makes you feel he is or isn't ready?

Readings and Other Resources

Ames, Louise Bates and Chase, Joan Ames, *Don't Push Your Preschooler* (New York: Harper & Row, 1974), pp. 164-175.

Auerbach, Steveanne and Freedman, Linda, *Choosing Child Care—A Guide for Parents*. To order, send $8 to: Parents and Child Care Resources, 1169 Howard Street, San Francisco, Ca. 94103.

Dodson, Fitzhugh, *How to Parent* (New York: Signet Books, 1970), pp. 195-202.

Gesell, Arnold, Ilg, Frances, and Ames, Louise, *Infant and Child in the Culture of Today* (New York: Harper & Row, 1974).

NAEYC, *Some Ways of Distinguishing a Good Early Childhood Program*. To order, send $.25 to: NAEYC, 1834 Connecticut Avenue, N.W., Washington, D.C. 20009.

Read, Katherine, *The Nursery School* (Philadelphia, Pa.: W. B. Saunders Company, 1976).

Winn, Marie and Porcher, Mary Ann, *The Playgroup Book* (Baltimore, Md.: Penguin Books, Inc., 1967). (This book is out of print but should be available through your library.)

You may also want to refer to the journal, *Young Children*, which deals with nursery schools and young children. It is published by the National Association for the Education of Young Children, 1834 Connecticut Ave., N.W., Washington, D.C. 20009.

teaching/presentation

Homework

The purpose of the homework is to encourage parents to think about a nursery school experience for their child and to think a little about some of their goals for their child. The homework is planned to help parents make better decisions regarding their child's schooling.

Practical Suggestions or Strategies for Teaching This Topic

- When teaching this topic, it is helpful to have the parents tell you what their thinking is as far as nursery schools are concerned. Groups can range from most parents having decided not to send their children to nursery school, to most members wanting to send their children but not knowing how to find suitable schools, to most members already having enrolled their children for the following year.
- Once you have determined your group's position, find out the kinds of questions they have and then organize them—on the spot—into an outline for discussion.
- You will find that some group members have information and opinions on many of the questions that are brought up (for example, what a child can realistically expect from going to nursery school). Whenever you think participants might have good information, ask them to help answer the questions. Be ready, however, to correct misinformation.
- Parents are often eager for the instructor to recommend specific nursery schools. You will need to think about this before the topic comes up so you can decide whether or not you wish to do so.

Mini-lecture and Lead-off Questions for Discussion

Let's begin the discussion by finding out where everyone is in their thinking about

HOMEWORK

NURSERY SCHOOL

(2–3 years)

1. What are some of the skills that you feel your child needs a little extra help on?

2. What would be a few of the most critical elements you'd like to find in a nursery school for *your* child?

3. What features in a nursery school do you think would be wise to avoid for your child?

4. During this next week, observe a nursery class or talk to the parent of a nursery school-aged child and try to list some of the pros and cons of what nursery school might provide for your child.

Pros	*Cons*

Parent's name ______________________ Date ________ Child's age _____

PARENTMAKING: A Practical Handbook for Teaching Parent Classes About Babies and Toddlers by B. Annye Rothenberg, Ph.D., Sandra L. Hitchcock, Mary Lou S. Harrison, and Melinda S. Graham. Copyright © 1981 by The Banster Press, P.O. Box 7326, Menlo Park, CA 94025.

nursery schools. Let's start with ________. Try to guide the parents into sharing how far into the process of deciding on a school or deciding against nursery school they've gotten. If parents raise questions at this point, make a note of them.

Next, summarize the group's position. **From what you've all said, it seems that most people ________.** (The statement could range from "have begun to contact schools and would like to focus on differences among schools and how to evaluate schools," to "have decided that school doesn't make sense for next year and would like to talk about organizing some alternatives such as play groups." Then ask what other kinds of questions the group would like to deal with that day.

When everyone has brought up their questions, organize the questions into categories and then cover them one by one. Following is a suggested order for dealing with areas that are frequently asked about.

1. EXPECTATIONS. **Let's first think about what we can realistically expect our children to gain from nursery school and what would be unrealistic for us to expect. What are your ideas on this?**

2. ATTITUDES AND FEELINGS. Encourage the group to talk further about their attitudes and feelings about nursery schools. Sometimes these are related to parents' own nursery school experiences.

3. TYPES OF SCHOOLS. **Now let's look at the different types of nursery schools that are available and see how we can describe them.** Define the major categories and have the parents bring up any other categories they can think of. Depending on the area you live in, some of the major types of schools could be:

Traditional—primary emphasis on social-emotional development and secondary, on motor skills.
Cooperative—traditional emphasis but with regular participation by parents.
University—usually traditional emphasis but may also have a student training and research focus.
Structured—more emphasis on pre-academic learning; Montessori schools could be included here.

If you think the group already has information on this subject, ask them to talk about each type of school's goals, program, what it will be like from the child's point of view, days-hours, age range of children, and costs.

4. INDIVIDUAL CHILDREN. **From the homework you have done for today, do you have any feelings about types of programs that might be especially well suited or poorly suited to your child's skills and needs?** Help parents talk about their child and the goals they have for him, and see whether they need guidance in thinking their ideas through.

5. EVALUATING SCHOOLS. **Let's look now at the important characteristics of nursery schools.** You can help parents do this by asking the following questions:

- How do you like the teacher? How much confidence do you have in her? Will she be there next year when your child starts nursery school?
- How does the teacher handle the children and relate to your own child?
- How does the school's philosophy fit with yours?
- When you observed each school, how did the children seem to be feeling? How were their needs being handled? How were their conflicts being handled?
- What is the size of the school?
- What are the equipment and supplies like? Do they include things that your child likes to do?
- How conveniently located is the school? (Long rides to school and to visit nursery school friends can get tiresome if they're undertaken on a frequent basis.)

The discussion at this point may turn to additional criteria that can be included to evaluate schools. Some parents may want to compare in detail two schools that they are interested in. This could be very beneficial to the whole group since it can show how to apply criteria to this important decision. (See the handout on pp. 309-310 for further criteria.)

6. STARTING NURSERY SCHOOL. Parents may want to learn about helping their child prepare for nursery school and what to expect in their child's first school days. You can probably best present this information yourself unless some of the parents have had experience with their older children.

Some areas to cover are:

- advance preparation—visiting school, playing with children who will be in the same class;

- first day—telling child about school, how long parent should stay, how parent can help teacher help child.
- early weeks—how child may act upon arrival and departure and after school is over that day; child's inability to "tell what happened." (See the handout on p. 311 for material on this area.)

7. **OTHER AREAS.** Parents may want to know how to apply information concerning nursery schools to day-care centers (most is quite applicable) and what some alternatives to nursery school are.

Additional Information for Parents

- Although children typically don't spend a great deal of time in nursery school, it is useful for parents to learn how to make good decisions about selecting schools.
- It is not unusual for children to be unhappy about school for some period of time during the school year. A parent can work with the teacher and try to find out the cause. Then some reasonable action should be taken, rather than doing nothing about the problem or taking the child out of school.
- It is useful for parents to know the extent to which children's behavior changes from nursery school years to later school years—that is, you should try to put nursery school behavior into perspective for them. (Parents may be concerned whether the way a child feels about nursery school and acts toward the teacher and children are indicative of how things will be for him during his later school years.)
- Parents should try to get in touch with and understand their attitude about their child's being away from them. Feelings about the situation can range from not wanting their child to go to wanting him to be away many more hours than most nursery schools offer.

Handouts

The two handouts—"Evaluation Checklist for Nursery Schools" and "The First Days at School"—provide additional nursery school-related information. (The Evaluation Checklist shows what can be expected from the most ideal of nursery schools. You may want to emphasize only some of the points that would fit the more typical nursery school situation.)

HANDOUT

EVALUATION CHECKLIST FOR NURSERY SCHOOLS*

(2–5 years)

The Physical Environment

1. Can quiet and noisy activities go on without disturbing one another? Is there an appropriate place for each?
2. Is a variety of materials available on open shelves for the children to use when they are interested? Are materials on shelves well spaced for clarity?
3. Are materials stored in individual units so that children can use them alone without being forced to share with a group?
4. Are activity centers defined so that children know where to get and where to use the materials?
5. Are tables or rug areas provided for convenient use of materials in each activity center?
6. Is self-help encouraged by having materials in good condition and always stored in the same place?
7. Are cushioning materials used to cut down extraneous noise—rug under blocks, pads under knock-out bench?
8. Are setup and cleanup simple? Are these expected parts of the child's activity?
9. Have learning opportunities been carefully planned in the outdoor area? Painting, crafts, block building, carpentry, gardening, pets, sand, and water all lend themselves to learning experiences outdoors.
10. Is the children's work displayed attractively at the child's eye level?
11. Do the pictures displayed reflect the ethnic and racial variety of our culture? Are women and men shown in nonsexist roles?
12. Do the children feel in control of and responsible for the physical environment?

The Interpersonal Environment

1. Is there a feeling of mutual respect between adults and children; children and children?
2. Is the physical environment enough under control so that the major part of the adults' time is spent in observing or participating with children?
3. Can children engage in activities without being disturbed or distracted by others?
4. Do adults observe children's activities and intervene only when it is beneficial to the child?
5. Do adults have "growth goals" for each child based on the needs they have observed in each child? Is individualized curriculum used to reach these goals?
6. Do children feel safe with one another?
7. Is competition avoided by arranging materials in individual units, limiting the number of children participating in an activity at one time, insuring the fairness of turns by starting a waiting list on which children can see their names keeping place in line?
8. Do the adults show children how to help themselves? Are children encouraged to learn from one another?
9. Are there opportunities for children to play alone, participate in a small group, and participate in a large group?
10. When limits are set, do adults use reasoning and consistently follow through? Are limits enforced?
11. Are the adults models of constructive behavior and healthy attitudes?
12. Is there an overall warm interpersonal environment?

Activities to Stimulate Development

1. Are there many opportunities for dramatic play indoors and outdoors; large housekeeping corner, small dollhouse, work props, dress-up clothes for boys as well as girls?

---

* Reprinted, by permission, from *Administration: Making Programs Work for Children and Families*, edited by Dorothy W. Hewes. Copyright 1979, National Association for the Education of Young Children, 1834 Connecticut Avenue, N.W., Washington, D.C. 20009.

2. Is there a variety of basic visual art media: painting, drawing, clay, salt-flour dough, wood-glue sculpture, fingerpaint, collage?
3. Is music a vital part of the program: records, group singing, instruments, dancing?
4. Is language stimulation varied: reading books, games with feel boxes, flannel board stories, questions and answers, conversation, lotto games, classification games? Are limits enforced through verbal explanation and reasoning?
5. Are there small manipulative toys to build eye-hand coordination and finger dexterity?
6. Are there some opportunities to follow patterns or achieve a predetermined goal: puzzles, design blocks, dominos, matching games?
7. Do children do real things like cooking, planting seeds, caring for animals?
8. Are field trips planned to give experience with the world outside school? Is there adequate preparation and follow-up after trips?
9. Are there repeated opportunities for children to use similar materials? Are materials available in a graded sequence so that children develop skills gradually?
10. Are children involved in suggesting and planning activities? How is free choice built into the program?
11. Are new activities developed by teachers as they are suggested by the interests of individual children?
12. Is the range of activities varied enough to present a truly divergent curriculum? Are there opportunities for learning through exploration, guided discovery, problem solving, repetition, intuition, imitation, etc? Is there provision for children to learn through their senses as well as verbally?

Schedule

1. Is the time sequence of the school day clear to both teachers and children?
2. Has the schedule been designed to suit the physical plant and particular group of children in the school?
3. Are long periods of time scheduled to permit free choice of activities and companions?
4. Are other groupings provided for in the schedule, e.g., small group activities, one-to-one adult-child contacts, large group meetings, etc?
5. Is the schedule periodically reevaluated and modified? Are changes in the schedule and the reasons for these changes made clear to both staff and children?

HANDOUT

THE FIRST DAYS AT SCHOOL*

(2-3 years)

These suggestions for aiding your child's adjustment to his regular experience away from home are all pointed toward one objective: to have your child enjoy nursery school.

1. Tell your child what to expect, simply and in your own words:

. . . the teachers's name, that she is there every day.

. . . you will stay for as long as it seems sensible.

Do not, however, paint an extremely alluring or exaggerated picture of fun and joyous times. Do not drill your son or daughter in advance on good behavior or ask your child to be a "big boy" or a "big girl." If your child is upset, acknowledge the reality of his or her feelings: "Of course I will stay, as long as I can. Pretty soon you'll be ready to stay at school and have me go home."

2. Expect to stay at school several times. You may be one of the fortunate ones whose child says goodbye cheerfully the first day, but proceed on the assumption that you may need to stay. Your child may need you for only one session, or for several weeks. The teacher can help you decide when to leave, according to your child's individual needs and your own attitude.

When you are remaining at school, here are some suggestions:

Sit in the background, as passively as possible. Do not talk more than necessary—to other children or to adults. It is easier for a *child to leave his mother* if she does not appear to take an active role. If your child asks you for help, do so, then return to the background.

Let the child sit on your lap, cling or stand by you. You may suggest an activity or two; do not continue to press him if he refuses. Observing is a form of participating for him. He may be willing to go through the routines with the other children if you help him with toileting or washing his hands or have a snack near him.

You might say that you have to go to the school office or that you must put your sweater in the car and then come right back. Later you should be able to leave for even a longer time: "I must go to the store and buy some apples. I will be right back." Always do what you say. Sometimes it helps to leave a tangible possession as proof that you will return: a toy, something from your purse, a scarf.

It is not advisable to leave without saying goodbye. Always tell the teacher when you are leaving during these first days. Be sure your child has been well briefed on the fact that you will be leaving.

Continue toward helping your child stay for the whole session himself. If your staying with your child becomes prolonged beyond the first few days, he may come to count on you, not have to really get involved, and find it even harder to separate later.

3. Parents are encouraged to act relaxed, cheerful, and as unconcerned as possible in these first days at school. Your child is very perceptive of your feelings and senses if you are anxious about his reactions to school.

---

* Adapted from information prepared by the Menlo-Atherton Cooperative Nursery School, Menlo Park, California.

8

TOILET TRAINING

background/preparation

Goals to Work Toward in Presenting This Topic

Toilet training is seen as a very important hurdle by most parents, especially first-time parents, and its importance is sometimes blown out of proportion. Consequently, parents feel very strongly about learning all they can about how to toilet train their child.

The goals to work toward on this topic are: (1) to help parents put toilet training in perspective as just a *part* of their relationship with their child; (2) to help parents become familiar with their feelings and attitudes toward both toilet training and toileting in general; (3) to help parents learn to recognize signs of readiness for training that their child may be showing; (4) to present various methods of toilet training, including techniques used by other parents; (5) to help parents work out some of the problems that have arisen in their child's training and to develop guidelines to help their child become successfully trained.

Typical Parental Interests and Concerns About This Topic

Some parents in your group will be in the process of toilet training and others will not yet have started, but most will have interests and concerns about the topic.

1. I'm interested in knowing how to tell when a child is ready to be toilet trained.
2. I've heard it's good to wait until a child is two-and-a-half years old before starting to train. My daughter is almost two-and-a-half and I'd like to know what the steps are to train her.
3. Some of my friends feel that I make too much of a fuss about training. They think our boy will just train himself when he's ready and I should stay out of it. Besides, everyone says boys take longer to train.
4. My son is registered at a nursery school that requires the children be toilet trained in order to attend. It's just three months till he's supposed to start. I find myself being very tense with him since this deadline is so near. I just don't know if I can get him trained in time to go.
5. Alan used to be interested in the potty, but no more. I keep trying to remind him to go but even though he knows what to do, he goes in his diapers. What should I do now?
6. I can't find anything that might motivate Cindy to want to be trained.
7. My child is trained for urine but always has her b.m.'s in her diapers.
8. Tracy is pretty well trained but I don't know what to do about occasional accidents. How should I respond?
9. How can you get a child to stay dry all night?

10. I'm going to have a baby in a few months and I'd like to have my older child out of diapers by then. I've heard that trained children regress when there's a new baby, though, and I wonder if it's worth trying to train him now.

Areas of Information You Will Need to Learn About to Teach This Topic

- The approximate age range that experienced parents have found to be a good time to begin to toilet train.
- The ways children show interest in the potty before the age of two and what this interest means.
- The signs of training readiness that parents should look for in their child.
- The range of attitudes and feelings that parents generally have toward toilet training.
- The more useful approaches to toilet training and the length of time the process usually takes.
- Helpful hints that experienced parents have learned about toilet training and the equipment that is needed.
- Ways to help parents who are having toilet training problems, including how to guide them into using other approaches and helping them to recognize when they should stop trying to toilet train for a while.
- The age range when parents can expect children to stay dry through the night.

Family Dynamics—What This Topic Means Psychologically to Parent and Child

Toilet training can dominate the relationship between parent and child from the time the child is 18 months to the time she is three years or even older. Parents can fear that the outcome of toilet training will affect their child's later personality. They may also fear that this training will be a new ground for a major clash of wills, since parent-child clashes are common in this age group. Parents can feel stress from the need to meet nursery school toilet training requirements, social pressure from parents of toilet-trained children, and frustration from the "never-ending" need to change diapers.

Children, on the other hand, have their own feelings about toilet training. They are being asked to do something that they cannot usually see any reason for—something just to please their parents. Most children are comfortable wetting and soiling their diapers, but all of a sudden they are asked to recognize when they are about to urinate or defecate; to hold it until they reach a toilet; and then to let it go down into a hole. Depending upon readiness, temperament, and feelings about pleasing their parents, children can range from being relatively compliant to being quite resistant to this "unreasonable" and "purposeless" request.

Sample Concern of Parents

Concern	*Critical Issues*
My child seemed to be ready to be toilet trained and was fairly cooperative for the first week but then started to have accidents. I know she can do it, but I'm not sure what the problem is. Sometimes I think that our life is kind of hectic and then I remember how many of my friends didn't bother and let their children train themselves. I'd like her to be trained, though!	—Parent thinks readiness was there. —Initial cooperative attitude. —Child doesn't seem to have become as "trained" as parent expected. —Parent is uncertain about reasons for accidents. —Parent is busy and ambivalent about need for training. —Parent would like to see child trained.

Key Questions

1. What are the things you noticed that made your child seem ready for toilet training?
2. Can you describe exactly how you tried to train your child?
3. What was different the week following the successful week? What were your expectations about how your daughter would do that week?
4. How important is it to you to have your child toilet trained in the next few months?

5. Let's look at the pace of life in your home and see if it is realistic to expect you'll be able to do what's needed to help your daughter become toilet trained.

Readings and Other Resources

*Brazelton, T. Berry, *Doctor and Child* (New York: Delacorte Press/Seymour Lawrence, 1976), Chapter 8.

Gesell, Arnold, Ilg, Frances, and Ames, Louise, *Infant and Child Care in the Culture of Today* (New York: Harper & Row, 1974), pp. 162, 174-176.

Jones, Molly Mason, *Guiding Your Child from Two to Five* (New York: Harcourt, Brace & World, Inc., 1967), pp. 241-255. (The book is out of print but should be available through your library.)

Leach, Penelope, *Your Baby and Child* (Westminster, Md.: Alfred A. Knopf, 1978), pp. 305-310, 381-385.

*Mack, Alison, *Toilet Learning: The Picture Book Technique for Children and Parents* (Boston: Little, Brown and Co., 1978).

Azrin, Nathan H. and Foxx, Richard M., *Toilet Training in Less Than a Day*[1] (New York: Simon & Schuster, 1974).

teaching/presentation

Homework

There is no homework assignment for this topic. Most parents seem to have all their related questions and concerns at their fingertips.

Practical Suggestions or Strategies for Teaching This Topic

Two- to Three-Year-Olds

- Most parents are very interested in this topic, so it is helpful to plan a full session for its discussion.
- It will be valuable to ask group members before the discussion begins where they are in the toilet training process. (Be certain to ask in a way that doesn't put them on the spot.) With this knowledge and an idea of the questions they have, you will be able to focus the discussion on necessary areas. It will be especially useful to know which parents have already toilet trained their child since these people may be able to help the others.
- It will be valuable to discuss different methods of toilet training as well as different stories of how training went for others. Including personal experiences you had in your own child's training, as well as some humor, will lead to a relaxed, successful discussion. Try to find examples of positive and negative training experiences, and then discuss why each did or did not go well.

15- to 24-Month-Olds

- Parents of toddlers are extremely interested in and concerned about this issue. They want to train their child exactly right and really would like a detailed set of steps. You need to have specific information for these parents, particularly about the signs of readiness for being toilet trained. Parents will want your reassurance that they can do a good job of toilet training in a relaxed fashion. They also need to tell one another that the process is "no big deal."
- You will need to remind parents that it is important for them to watch their child for signs of readiness and to begin toilet training at a slow, well-thought-out pace. *Toilet training before two*

---

[1] This book is included in the list because most parents will expect you to know about it, not because it is recommended for its approach.

years of age is not usually encouraged because most children do not have enough signs of readiness.

Mini-lecture and Lead-off Questions for Discussion

Today our major focus will be on toilet training and many of its surrounding issues. For some of you it may be many months before you begin to train so though we're discussing it today, please *don't* interpret this class as pressure on you to begin toilet training this afternoon.

Let's begin with a quick definition of the term so that it will be clear what we're all talking about. Toilet training is the process by which children are taught how to go to the toilet on their own signal and need little outside help with any toileting functions. This whole process can take several years, possibly until the child is about five years old. Most of what is meant by toilet training, however, usually occurs in the first six months after you feel your child is ready for training. Just about the last thing to develop (usually when the child is between ages 4 and 5) is the child's willingness and ability to wipe himself. Toilet training really is not a major separate issue with your child, but just another aspect of your ongoing relationship.

With that short definition, I'd like to go around the group and have each of you mention where you're at as far as toilet training goes and those areas you'd like to learn more about. Try not to feel that you have to be "in the process of." Parents' experiences have shown that it is often easier to wait to start training until your child is around two-and-a-half years old. This is true despite the initial enthusiasm and interest in toilet training shown by many 18- to 21-month-olds because that eagerness often evaporates as soon as *you* get serious about training.

After each group member has spoken, you should be aware of where in the process each person is and the questions each has about the subject. You should then group the questions for discussion. A useful grouping and order for discussion is:

1. signs of readiness 2. methods of training	use your notes and parents' hints
3. parents' attitudes and feelings about training 4. working on problems parents in the group are already experiencing	draw on your experiences as well as those of other parents

The mini-lecture/discussion usually comes to an end after you have helped parents work through their interests and concerns in these four areas and when the group feels they know what to look for and how to proceed in toilet training.

Additional Information for Parents

It is helpful for parents to think about the kind of child they have, tune in to him, and be respectful during his training because its success will depend a lot on whether *he wants* to be trained. Parents need to work hard to get and keep their child's cooperation, and the process of toilet training can provide a good opportunity for a lot of positive learning to occur between parent and child. (*Note:* Toilet training is very different than training a child to drink from a cup—parents can't simply take away their child's diapers as they may have taken his bottle and expect him to adjust to it.)

Though two-and-a-half seems to be a likely time to begin toilet training, it is better to use several specific criteria rather than just age to determine if a child is ready to train.

Readiness. Some general signs that a child is ready to train are that he/she is:

- Over the excitement of learning to walk and run and is able to sit down and quietly play for a period of time;
- Showing imitative behavior—brushing teeth, shaving, setting the table;
- Showing evidence of wanting to put toys and other possessions where they belong;
- Able to help dress and undress herself;
- Not in a period of great negativism;
- Having bowel movements at regular times every day.

To help determine a child's readiness, parents can ask themselves these questions:

- Does my child not mind a wet or messy diaper or does she want it off?
- Is my child showing an interest in the toilet and what it is used for?
- Is my child interested when I or my spouse use the toilet?
- Can my child hold her urine for two hours?
- Does my child seem to have any desire to control her bowel and bladder?
- Does my child have words for urine and bowel movement?
- Have I begun to talk with my child about the importance of using the toilet so she will be motivated?

To help assess their child's awareness of his bodily functions (often this is a progression and the child is easier to train as he goes from stage to stage), parents can ask themselves these questions:

- Is my child aware *after* he has gone in his diaper? Does he come and tell me? Does he want his diaper changed?
- Can my child tell me *when he is "going"* using words or actions? (Many children hide in a corner or behind a couch when they become aware that they are having a bowel movement.)
- Can my child tell me or can I discern by watching her actions and facial expressions that she is aware *before* she goes? (Children must be able to feel the appropriate muscle control before they are ready to be trained.)

Training. A sensible approach to toilet training is offered by T. Berry Brazelton in his book *Doctor and Child.* Dr. Brazelton suggests parents take the following steps—having the child master each one before going on to the next—when they believe their child is ready to be trained:

- Have your child sit on a potty several times a day with his clothes on. This will get him into the new habit. Provide him with a floor model that he can use in rooms other than the bathroom.
- When your child has accomplished the first step, encourage him to sit on the toilet with his clothes off. A natural time for this is bath time when clothing is already off. No results need be expected. You may want to have your child do this several times a day.
- Once you have accomplished the first and second steps, begin taking your child to the potty at times when his diapers are dirty. Drop the discards into the potty so your child can get the connection. This step does not take long, perhaps a week.
- After the third step has been successful, put the potty in the child's play area for a period of time—outside, or in the family room or bathroom if this is where your child wants it. (Having the potty in the kitchen or family room can be a helpful step in early toilet training because the potty is more visible and the child doesn't have to separate himself from everyone else to go to the potty.) For a short period of time each day leave your child's diaper off. His ability to "go" when he wishes, by himself, is explained, reiterated, but not commanded.
- When your child has had great success with the fourth step, have him wear training pants. You will need to accompany him to the toilet or in other ways keep toileting visible. Going to the potty is a new habit and often takes several *months* to learn.

Some training suggestions and hints are:

- Keep diapers off as much as possible. This helps children learn or become aware of the fact that urine and bowel movements come from them.
- Keep children in loose clothes they can take on and off by themselves at the toilet. This will help them to feel more independent.
- Children who still drink a lot from bottles will have a harder time being trained because their greater liquid intake causes more frequent wetting.
- Most children prefer not to be asked "Do you have to go to the potty?" Their tendency is to answer "no." Approaches such as "Let's go to the potty now" may meet with less resistance.
- If you rush your child to the toilet, chances are he will become tense and not be able to relax on the potty.

Parents who face problems during training need to review the methods they have been using to see if the techniques make sense for their particular child.

Parents have to encourage their child's motivation and continue working with her over a period of several months. Some parents stop training after a week and expect their child to continue by herself.

When parents are concerned about how the training is going, some of the following questions may help both you and the parents decide whether it is better to proceed with the training or stop for awhile.

- When did you start training?
- How was the training done?
- How far did your child get, and how long did that take?
- What happened then?
- What are some of the possible reasons this happened?
- When ________ happens now, how do you usually handle it? (Try to find out specifically what and how parents say and do what they do).

Answers to these questions should give you some insights into what is blocking the training. It may also be helpful to find out such things as:

- General degree of conflict and power struggles between parents and child and how these are handled;
- General diet (including liquid intake);
- Regularity of urination and defecation, ability to hold urine; tendency toward diarrhea and/or constipation;
- Child's awareness of how adults and other children use the toilet;
- Motivation level of child and parents;
- Consistency of training and regularity of opportunity for child to be near potty.

Handouts

No handouts have been developed for this topic, but you may wish to develop one on the signs of readiness. You may also wish to refer parents to Alison Mack's book *Toilet Learning: The Picture Book Technique for Children and Parents* which contains detailed information for parents and a storybook for children.

part six

TEACHING ABOUT ONE-MONTH- TO THREE-YEAR-OLDS AND THEIR FAMILIES

1

SICKNESS AND SAFETY

background/preparation

Goals to Work Toward in Presenting This Topic

Although most children encounter minor colds rather than major diseases, thoughts of illness in their child can be frightening for parents. Thoughts about the possible dangers in the home can also be unsettling and parents need support as they begin to explore their own feelings about how to handle sickness and safety. Each family must decide what's best for them; they need to work out a comfortable balance between calling the doctor and caring for their child on their own, and between instituting safety precautions and allowing their child the freedom to explore.

The goals to work toward on this topic are: (1) to help parents learn to recognize signs of illness and to care for a sick child; (2) to teach parents ways to prevent illness in their child and what to keep on hand to deal with illness; (3) to inform parents about ways to safe-proof their home.

Typical Parental Interests and Concerns About This Topic[1]

1. My baby's illness seemed to bother me more than it bothered her. She only had a cold, but I worried the whole time that she might die.
2. I feel like a terrible mother. Jane was sick and uncomfortable but I couldn't stop feeling angry about being cooped up in the house all day and awakened by the crying all night. I'm exhausted and guilty at the same time.
3. I feel so helpless when something's wrong with my baby. I want to help him but I don't know where he hurts.
4. How can I tell if my baby is sick?
5. How should I administer different kinds of medication? I'm worried that I'm not following the doctor's directions correctly.
6. When should I call the doctor (and then call him back)?
7. My pediatrician doesn't answer my questions and I don't know how to handle that.
8. Is my baby sick if his B.M.'s change color (frequency, consistency)?
9. Joshua caught a cold. What did I do wrong?
10. If two babies are near a sick child, why does one get sick and one not?

---

[1] Most of the information on sickness relates to young babies but can be adapted to refer to older children as well.

11. I feel so guilty. Sandy acted differently for days before her illness was apparent. I should have noticed sooner.
12. What safety precautions should I take in my home before my baby begins to crawl?
13. Should I pad every sharp corner on furniture or should Amanda learn to avoid them?

Areas of Information You Will Need to Learn About to Teach This Topic[2]

How to care for a sick child.
- When to call a doctor and the information to give him.
- Feelings parents often have when their child is sick.

How to prevent illness.
- Equipment to keep on hand (first aid kit, typical equipment often used during illness) and where to buy these items.
- Relevant references (books, pamphlets, local resources, medical records, places to call for help when a parent is sick, how to take a temperature and information to handle fever).
- How to develop a good relationship with a pediatrician.

Safe-proofing.
- Goals and purposes.
- Accident prevention and toy safety.
- Poison control (poison control center phone number and a list of poisonous house plants).
- Equipment for safe-proofing and where to buy it.

Family Dynamics—What This Topic Means Psychologically to Parent and Child

Parents are often fearful about their child's first illness. They wonder if they'll be able to tell that he is sick and if they'll be able to help him through the illness; they wonder if they'll know when to call the doctor, and can feel over protective when they do call or neglectful when they don't. Parental fears about illness can continue through a child's first years, and thoughts about the child's mortality usually underlie the concern.

When children are sick, they are of course uncomfortable, but their parents' manner in handling them can affect their ability to cope with their illness. Children's behavior can temporarily regress or worsen while they are sick.

Sample Concern of Parents

The sample concern for this topic may seem either humorous or tied to the topic of nutrition, but it is included because it is the most frequently raised question in discussions of sickness in the young baby class.

Concern	*Critical Issues*
My two-month-old baby hasn't had a bowel movement in five days. I don't understand why he's constipated. I feel foolish when I talk to my pediatrician about it—there's not enough time for all my questions—but I'm still worried that the baby is sick.	—Parent isn't sure she knows the signs of illness. —Parent needs information—she's uncertain about what's normal. —Uncertainty about how to work with pediatrician.

Key Questions

1. How often does your baby usually have a bowel movement? Is there a pattern?
2. How do his stools usually look and smell?
3. What is your child eating?
4. Are there other symptoms your child is showing that concern you?
5. How do you usually feel when you talk with your pediatrician?

For the group

6. What are your children's bowel movements usually like? Are any of you surprised by their appearance or frequency?

---

[2] Much of this information, for this topic and all others in this part, can be found in the "Additional Information for Parents" sections of the topics.

7. Would any of you like to comment on your feelings about pediatricians and ways you have established to work with them?

Readings and Other Resources[3]

*Brazelton, T. Berry, *Doctor and Child* (New York: Delacorte Press/Seymour Lawrence, 1976), Chapters 1 and 11.

*Burck, Frances Wells, *Babysense* (New York: St. Martin's Press, 1979), Chapter 21.

Consumer Guide, *The Complete Baby Book* (New York: Simon & Schuster, 1979), pp. 26-53, 252-259.

Green, Martin I., *A Sigh of Relief* (New York: Bantam Books, 1977).

*Pantell, Robert H., Fries, James F., and Vickery, Donald M., *Taking Care of Your Child* (Menlo Park, Ca.: Addison-Wesley Publishing Co., 1977).

*Shiller, Jack G., *Childhood Illness* (New York: Stein and Day, 1972).

Spock, Benjamin, *Baby and Child Care* (New York: Pocket Books, Inc., 1976).

---

[3] Articles from *Parents' Magazine*, *Mothers' Manual*, and *American Baby* are often good sources of current information on the topics in this part.

teaching/presentation

Homework

The homework for this topic helps parents to focus on their feelings about sickness and safety and on their relationship with their child's pediatrician.

Practical Suggestions or Strategies for Teaching This Topic

- Questions group members ask about sickness and safety tend to be very specific, so you will need to make your presentation complete enough to include broad aspects of the topic that need consideration. When you structure the discussion, let parents know when it will be appropriate for them to ask specific kinds of questions.
- It is important to offer reassurance and understanding. Parents need to know that all children get sick at some time and that they are not failing as parents when their child becomes ill.
- Parents of older babies and toddlers are likely to have concerns not just about safety precautions but about actual placement of furniture, plants, and so on. You will need to help parents gain a basic understanding of safe-proofing without making them feel that their lives will be entirely disrupted.

Mini-lecture and Lead-off Questions for Discussion

The following mini-lecture is an outline of points to cover in your presentation of the topic. Encourage group members to bring up specific points or ask questions after you have discussed the more general areas of concern.

When a child is sick, especially the first time, it can be a very frightening experience for you as parents. Today I'd like to give you some information that might make dealing with illness easier for you.

Caring for a Sick Baby

When a young baby is sick, he may act differently and show any number of symptoms or signs of illness. The following are typical symptoms:

- **Cold, clammy skin**
- **Pale, red, rash-covered, hot, dry skin (extensive)**

HOMEWORK

SICKNESS AND SAFETY

(babies–3 years)

1. Can you describe any feelings that are difficult for you when you think about sickness or safety?

2. What kinds of information would you like to have on these topics?

3. Are you satisfied with the relationship you are building with your pediatrician? Why or why not?

Parent's name ______________________________ Date __________ Child's age _____

PARENTMAKING: A Practical Handbook for Teaching Parent Classes About Babies and Toddlers by B. Annye Rothenberg, Ph.D., Sandra L. Hitchcock, Mary Lou S. Harrison, and Melinda S. Graham. Copyright © 1981 by The Banster Press, P.O. Box 7326, Menlo Park, CA 94025.

- **Sleeps a lot or cries a lot (much more than usual)**
- **A higher than normal temperature**
- **Flushed, pale, or perspiring**
- **Noisy, difficult, rapid, or slow breathing**
- **Coughing or sneezing**
- **Irritated eyes**
- **Signs of pain—crying, screaming, or the like**
- **No appetite**
- **Abnormal body movements—twitching, stiffness, or immobility**
- **Vomiting**
- **Abnormal bowel movements—color, consistency, odor, or frequency**
- **Patchy, even, itchy rash**
- **Listlessness, restlessness, irritability**

You may now wish to distribute the handout "Some Notes on Handling Sickness" (p. 328) and then continue.

It's hard to know when any of these symptoms warrants a call to the doctor. When a child is very young and you haven't yet learned her patterns, it's a good idea to call as soon as you're concerned—when you see any physical or behavioral changes. If your baby feels quite warm to the touch, you will probably want to take her temperature. [See the next column for a procedure to follow to take a temperature rectally.] **If the temperature is 105 degrees Fahrenheit, 41 degrees Centigrade or above, there is danger of convulsions. Most convulsions usually don't cause brain damage, but they are frightening. You can reduce your child's temperature by giving her a bath in lukewarm water, giving her a sponge bath—take off her clothes and cover her with a blanket, then take one limb out at a time and sponge it off with cool water—or by giving her a baby aspirin or Tylenol. After about 20 minutes take her temperature again.**

By the time your child is older, you'll know her style of sickness and will probably be more comfortable and confident handling her minor illnesses. You'll call your doctor then only for new things that you aren't sure how to handle.

Parents experience many feelings when their baby is sick, and bringing these feelings out will be important to your discussion. You can ask what kinds of feelings have been difficult for parents as they have dealt with sickness, and bring up the following if they are not mentioned:

Concerned. Am I following the doctor's directions correctly?

Scared. Will my baby die? (It's easy to panic. Acting calm is the best influence on the baby.)

Guilt. I should have noticed sooner . . . I shouldn't have taken her to the ________ .

Frustration. I don't know where he hurts but I want to relieve his suffering.

Uncertainty. How often should I call the pediatrician?

Anger and resentment. My baby can be so difficult to manage.

Cabin fever. I'm tired of being cooped up in my house while my baby is sick.

Exhaustion. Responding to my baby night and day is wearing me out.

Preventing Illness and Equipment to Have on Hand

Direct the parents to the relevant part of their handout. Ask them if they have any questions about any of the points or any information of their own to offer. Then go on to a demonstration of how to take a temperature rectally. Often parents of young babies haven't done this and worry that it will hurt their child.

It's a good idea to practice taking your baby's temperature before he becomes sick. Practice shows you, under comfortable circumstances, how easy it is to take a temperature rectally and how little it disturbs your baby. It also allows you to find out what your baby's normal temperature is ("normal" varies from baby to baby).

You may now ask for a parent to volunteer her child. Demonstrate on the child how to correctly take a temperature, explaining as you proceed. The following is a good technique to use.

1. Have a watch with a sweep second hand and Vaseline on hand.
2. Shake down the thermometer until the marker falls to around 95 degrees.
3. Lubricate the tip with Vaseline.
4. Hold the child's legs up with one hand if he is on his back or spread his buttocks if he is on his tummy over your lap.
5. Insert the thermometer a maximum of one inch or just until the silver bulb can't be seen. If the

thermometer is held like a cigarette, your fingers and thumb will prevent it from going in further if the baby moves.

6. Keep the thermometer in place for two minutes (20 seconds is usually long enough to indicate the temperature within one-half of a degree).
7. Remove the thermometer and pass it around so that each parent has a chance to read it.

Temperatures fluctuate. They are usually lowest in the early morning and highest between 4 and 6 p.m. (which is why we often find ourselves calling the doctor just before he leaves for the day). When your baby is sick, you can take his temperature about every half-hour to see if it has dropped. It helps to know that a baby's temperature often goes higher than an adult's.

When your demonstration is over, you can discuss with the group any books or pamphlets that are helpful in instructing parents how to handle illness and accidents. You might also wish to mention local people or groups to contact when *parents* become sick and need help caring for their baby. Then continue with a discussion of the parent-pediatrician relationship.

The more we know about health and sickness, the more comfortable we will be handling our child and dealing with medical services. But although we would often like to talk with our pediatrician about developmental and other child-rearing information, he may need to spend his time working with more immediate medical needs and problems. There are things, however, that we as parents can do to help the pediatrician keep our child healthy. These include:

- **Learning as much as possible about how to care for our child ourselves;**
- **Keeping home medical records—of height, weight, shots, lab tests, or whatever the doctor checks or tells us;**
- **Coming to medical appointments prepared with questions or specific concerns—if the doctor hasn't enough time to answer them completely, we should make another appointment;**
- **Exercising our right to choose and refuse—discussing any concern or dissatisfaction with our doctor if at all possible;**
- **Seeking a second opinion if we're not satisfied, especially if it's a real concern;**
- **Being comfortable with our child's pediatrician—personalities differ, but it is necessary to feel confident about a pediatrician so that we can work with him if an emergency arises.**

Safe-proofing

The safety of our child is a topic we think about subconsciously almost every day. I'd like to share with you some thoughts on safe-proofing, give you some resource material about the subject, and then open the discussion for any questions and feelings you'd like to share.

We know that most of the accidents that occur during childhood take place in the home and that most of them could have been avoided. All children have some accidents—if they don't, they're really being overprotected—but somehow we need to be aware of potential dangers in their environment and keep our children safe while they taste, explore, and test their world. We need a balance. We need to take intelligent safety precautions, but we also need to keep ourselves from limiting our child's spirit and sense of adventure.

To me, the right amount and kind of safe-proofing does a number of things: (1) it frees the child to learn and grow, (2) it frees the parent from worrying and futile nagging, and (3) it upholds the right of everyone to have a home that's pleasant and comfortable. I'd like to distribute two handouts on safety now ("Safe-proofing Your Home for Children" and "Safety Equipment"—see pp. 330–335), ask you to skim through them, and then bring up some of the main areas of safety you'd like to talk about.

If no one volunteers a question, you can ask parents to discuss the safety measures or precautions they feel will be necessary in the next few months.

Additional Information for Parents

• Parents need to think through how much responsibility for child rearing they are turning over to their doctor. Attitudes towards such areas as nutrition, schedules, and behavior patterns may be better based on individual family style and values than on concrete medical information.

Handouts

The handouts for this topic can be distributed during the mini-lecture and will equip parents with sickness and safety resource information to use when needed. The handouts are: "Some Notes on Handling Sickness" which describes when to contact a pediatrician and how to treat a sick child; "Safe-proofing Your Home for Children," which makes suggestions for effective safe-proofing; and "Safety Equipment," which describes various types and purposes of equipment.

You may also wish to order some of the following helpful pamphlets:

"First Aid Chart." A one-page chart of first-aid instructions for children's emergencies. Order from: American Academy of Pediatrics, 1801 Hinman Ave., Evanston, Ill. 60204.

"When Baby is Ill." A booklet that describes common medical problems of babies and how to handle these, and *"A Safer World for Babies and Toddlers"* that describe ways to protect children and keep them safe. Order from: Johnson & Johnson, Consumer & Professional Services, 220 Centennial Ave., Piscataway, N.J. 08854.

"Family Medical Record." A simple format for keeping family health records. Order from: The National Foundation—March of Dimes, Box 2000, White Plains, N.Y. 10602.

"Poisonous Parts of Common House and Garden Plants." Order from: Poison Control Center of Santa Clara Valley, 751 South Bascom Ave., San Jose, Ca. 95128.

HANDOUT

SOME NOTES ON HANDLING SICKNESS

(babies–3 years)

When calling a doctor:

1. Have paper and pencil ready.
2. Have phone number and name of pharmacy ready.
3. Tell doctor:
    name
    age of child
    weight
    temperature
    symptoms—how long child has had them
4. Find out from the doctor:
    What should I do?
    When?
    How much ________ should I give?
    When?
    When should I repeat medication?
    What should happen?
    When?
    What if this doesn't happen?
    When should I call again?

Call the doctor back if there is:

1. Failure of temperature to drop after administering two to three doses of prescribed medicine for that purpose; a rise in temperature after a period when it has been going down.
2. The appearance of any new symptoms.
3. A head cold that spreads to the chest; the start of a cough that becomes worse.
4. Recurrence of pain, for example, an earache that recurs or spreads to the other ear.
5. Symptoms that might lead to dehydration (vomiting, diarrhea, heavy sweating).
6. A stiff neck, drowsiness, swelling in the neck, abdomen, groin, or any other part of the body.

Administering medication

Nose drops. Put child on his back on your lap; lower his head over your lap (support head). Put one drop in each nostril. (Use baby nose drops in water, not saline.)

Aspirin. Dissolve on spoon or dissolve and administer with dropper, placing medicine to back and/or side of tongue. Don't mix medication with food (you don't know if the child will get it all, and he may not like that food after that). If medication is thrown up, readminister.

Miscellaneous

1. Skin may be cold and clammy or red, hot, and dry, with or without a rash.
2. Have a watch with a sweep second hand available when taking a child's temperature.
3. A temperature above 105 degrees Fahrenheit or 41 degrees Centigrade means there's danger of convulsions; administer a sponge bath.
4. Child may regress to younger sleep, eating, or play behavior (e.g., may stop sleeping through the night).
5. A sick baby may sleep a lot but have shorter sleep periods.
6. Sometimes a stuffy baby breathes better when sitting up (in his infant seat).
7. A cold in a baby often lasts up to two weeks.
8. A baby will be more vulnerable for about a week after an illness.

Reducing the likelihood of illness

1. A cool house means an increase in humidity so there's more moisture in the nasal mucous membranes. As a result, receptivity toward illness is lowered.
2. If parent is ill, hands should be washed before handling child.
3. Avoid sick people and crowds, especially during a baby's first six months.
4. Don't overdress a child.

PARENTMAKING: A Practical Handbook for Teaching Parent Classes About Babies and Toddlers by B. Annye Rothenberg, Ph.D., Sandra L. Hitchcock, Mary Lou S. Harrison, and Melinda S. Graham. Copyright © 1981 by The Banster Press, P.O. Box 7326, Menlo Park, CA 94025.

SOME NOTES ON HANDLING SICKNESS (continued)

Equipment to have before your baby is sick

1. Rectal thermometer and lubrication (e.g., Vaseline).
2. Humidifier or vaporizer (turning on the shower and closing the bathroom door produces the same effect).
3. Syringe (ear or nasal).
4. Tylenol, baby aspirin, or Liquiprin (check with your pediatrician first regarding these medications).
5. A dropper.

PARENTMAKING: A Practical Handbook for Teaching Parent Classes About Babies and Toddlers by B. Annye Rothenberg, Ph.D., Sandra L. Hitchcock, Mary Lou S. Harrison, and Melinda S. Graham. Copyright © 1981 by The Banster Press, P.O. Box 7326, Menlo Park, CA 94025.

HANDOUT

SAFE-PROOFING YOUR HOME FOR CHILDREN

(babies–3 years)

Goals of Safe-proofing

Long-range goal

To teach your child caution with and proper use of dangerous objects and products.

Short-range goals

These depend on the ability of the child at each stage of development to exercise his own precautions.

Infancy. You take the whole responsibility of keeping the child's environment safe:

Toddler and pre-school. You expect the child to begin to discriminate between what is all right for him and what is not all right.

Elementary school age. You begin to teach an understanding of why some things are more or less dangerous. Your responsibility and ability to control the environment are diminishing at this stage. The child should be beginning to exercise some of his own safeguards.

Adolescence to adulthood. Your ability to provide protection has diminished even more. Basic skills of evaluating the safety or danger of a situation reside primarily with the child, not with the parent. The adolescent who (a) has been allowed to participate in this learning process since early childhood and (b) who has not been protected from making the necessary mistakes in learning probably will not need to engage in the serious risk taking that is typical of some adolescents.

General Safety Checks

(The following is not intended to be an all-inclusive checklist, but is simply meant to stimulate your thinking as you inspect your house for possible dangers.)

Electrical wiring, outlets, and appliances

1. Replace worn, frayed cords.
2. Keep electric cords out of reach of children by running them under and behind heavy furniture.
3. Wrap extension cords with electrical tape or use extension cord safety caps to prevent unplugging and insertion into mouth.
4. Protect electrical outlets.
5. Keep bulbs in all sockets.
6. Keep electrical appliances and their cords out of reach so the child can't pull them down on himself.

Floor

1. Put screens or gates around hot floor furnaces, radiators, and fireplaces.
2. Be careful if anything small is dropped on a shag rug. Although it's hard for us to see, a crawling baby finds it easily.
3. Shorten hanging cords for Venetian blinds and drapes so they're out of a baby's reach.
4. Check from time to time to see if any carpet tacks are loose.
5. Be sure that throw rugs are skid proof.
6. Block stairs with safety gates.

Furniture

1. Pad sharp corners on furniture, stairs, and around the fireplace.

PARENTMAKING: A Practical Handbook for Teaching Parent Classes About Babies and Toddlers by B. Annye Rothenberg, Ph.D., Sandra L. Hitchcock, Mary Lou S. Harrison, and Melinda S. Graham. Copyright © 1981 by The Banster Press, P.O. Box 7326, Menlo Park, CA 94025.

SAFE-PROOFING YOUR HOME FOR CHILDREN (continued)

2. Be sure furniture is stable and won't tip.
3. If matches, cigarettes, or foods such as nuts, popcorn, etc., are kept on low tables, move them out of a child's reach.
4. Watch out for breakage of glass shelves or tables when babies bang things on top.
5. Check drawers of coffee tables and night stands to be sure the child can't get hold of dangerous objects or medicine.
6. Paint on furniture that might be chewed should be nontoxic.
7. Keep house plants out of reach. See the information on "Poisonous Parts of Common House and Garden Plants" (p. 327).

Windows

1. Locks for sliding glass doors prevent opening as well as injury to fingers in closing.
2. Decals on floor-to-ceiling windows warn older children of something in front of them.
3. Make sure window screens cannot be pushed out. Adjustable window guards are a good safety precaution.
4. Avoid placing furniture under windows when children are walking and climbing.
5. Put locks on doors leading to porches, balconies, or decks.

Kitchen

1. Keep pots on the back burners and turn pot handles toward the back of the stove.
2. Have a fire extinguisher on hand.
3. Store plastic bags and cleaning aids in high cabinets or in a locked closet.
4. When the child can reach the stove, a solution is to remove the knobs when they're not in use.
5. Check tablecloths. A child may be able to pull dishes off the table.

Bathroom

1. Cabinets under the sink often are used for storage of such dangerous (if swallowed) substances as shampoo, shaving cream, cologne, nail polish, suntan creams, scouring powder, hair clips, etc. The under-sink cabinet can be used instead for "soft storage" of facial and toilet tissue, towels, washcloths, etc.
2. The combination of water and electricity is dangerous. Cover electrical outlets and keep electric bathroom appliances in safe places.
3. Is it safe to keep medicines in the medicine cabinet? It may be better to keep them elsewhere, especially if your cabinet can't be locked easily after each opening.
4. Use a safety mat or anti-skid devices in the tub. Never leave a child alone in the tub.
5. Bathroom door locks can be dangerous since children may lock themselves in and be unable to follow directions to get out. A lock high on the outside keeps him out while a lock high on the inside affords privacy.
6. Plastic or paper drinking cups are safer than glass.

Garage, toolshed, yard

1. These areas often have many objects within reach of a child. Some are safe while others are dangerous. Some areas should be locked or blocked off. Then areas the child may be near can be cleaned of junk.
2. Areas containing gasoline, pesticides, paint, lawn mowers, and other tools should be off-limits to children unless accompanied by an adult.
3. You can minimize risks by storing dangerous materials in simple bins that can be secured with a lock.
4. Block off or fence in a safe area for children to play. Spot and take care of any dangers in this part of the yard.

Poisons

Poison control center

Look up the local poison control center phone number and keep it posted. If the number isn't

PARENTMAKING: A Practical Handbook for Teaching Parent Classes About Babies and Toddlers by B. Annye Rothenberg, Ph.D., Sandra L. Hitchcock, Mary Lou S. Harrison, and Melinda S. Graham. Copyright © 1981 by The Banster Press, P.O. Box 7326, Menlo Park, CA 94025.

handy, the operator can connect you with the center. Contact them for information on how much of an ingested poison is lethal, symptoms, first aid, and what to do at the hospital.

Some general guidelines

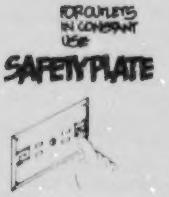
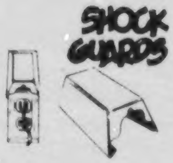
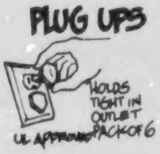
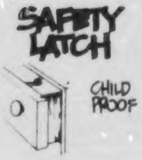
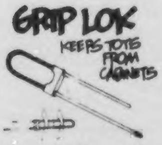
1. Never underestimate what a child can reach by climbing.
2. Consider any substance that can be swallowed as potentially dangerous and any external medicine poisonous in an overdose.
3. Keep a bottle of Syrup of Ipecac (to induce vomiting) and the "Universal Antidote" (a mixture of tannic acid, activated charcoal, and magnesium oxide to help neutralize any poison) in your first aid kit. Both are available without prescription from your pharmacist.
4. Place the telephone numbers of your doctor, the poison control center, and the closest hospital on an emergency phone list.
5. Keep all medicines and common household poisons in locked cabinets or cupboards.
6. Medications kept in women's purses are a frequent source of accidental poisoning. The possibility of a visitor carrying such medication should not be overlooked.
7. An especially dangerous time for accidental poisoning is when someone in the family is ill. Medicines are most likely to be left out of their usually safe place during that time and your child may try to imitate the sick person by eating the medication.
8. Before using any medicine, be sure you read the label carefully. Throw away unlabeled medicine.

PARENTMAKING: A Practical Handbook for Teaching Parent Classes About Babies and Toddlers by B. Annye Rothenberg, Ph.D., Sandra L. Hitchcock, Mary Lou S. Harrison, and Melinda S. Graham. Copyright © 1981 by The Banster Press, P.O. Box 7326, Menlo Park, CA 94025.

HANDOUT

SAFETY EQUIPMENT*

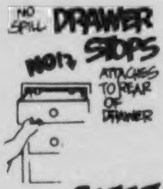
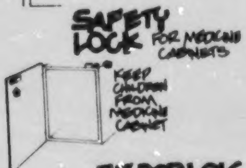
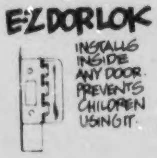
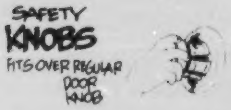
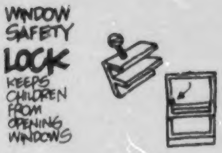
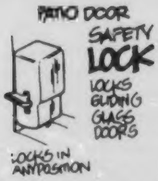
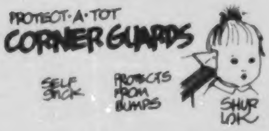
(babies–3 years)

Device	*Age*	*Purpose*	*Comments*
Night Light	From birth	For your own safety during night feedings, etc.	
 FOR OUTLETS IN CONSTANT USE SAFETY PLATE	From beginning of mobility	Prevents objects from being inserted in outlets.	The type shown is good for outlets used frequently and where plugs do not remain permanently. Outlet is covered automatically if plug is removed. User must slide cover with one hand and insert plug with other hand.
	From beginning of mobility	Restricts access of child to plugs.	Allows plugs to stay in outlet and restricts access to plug and outlet. Plugs are removable by adults by sliding the guard up, removing plug, and replacing the guard.
 PLUG UPS HOLDS TIGHT IN OUTLET UL APPROVED PACK OF 6	From beginning of mobility	Prevents objects from being inserted in outlets.	Good for outlets that are very seldom used. This device is difficult to remove even for adults. Not convenient if you use the outlet frequently.
	From beginning of mobility	Prevents cabinet doors and drawers from opening more than 1-2 inches.	Child can still reach inside. Difficult to install. Adults open door/drawer by depressing the hook to clear the stopper.
 GRIP LOK KEEPS TOTS FROM CABINETS	From beginning of mobility	To keep child out of cabinets and drawers.	Expensive and inconvenient for adults.

*Pictures and information printed with permission of McMullins Baby News, 980 So. Bascom Ave., San Jose, Ca.

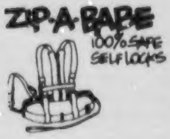
PARENTMAKING: A Practical Handbook for Teaching Parent Classes About Babies and Toddlers by B. Annye Rothenberg, Ph.D., Sandra L. Hitchcock, Mary Lou S. Harrison, and Melinda S. Graham. Copyright © 1981 by The Banster Press, P.O. Box 7326, Menlo Park, CA 94025.

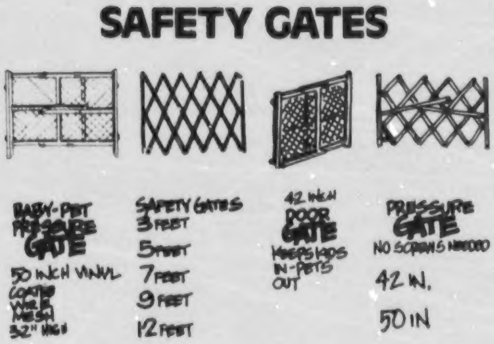
SAFETY EQUIPMENT (continued)

Device	*Age*	*Purpose*	*Comments*
 NO SPILL DRAWER STOPS ATTACHES TO REAR OF DRAWER	When able to pull drawers	Prevents drawer from being pulled out and falling on child.	Does not prevent drawer from opening. Can be turned flush with top of drawer to allow removal of drawer from chest.
 SAFETY LOCK FOR MEDICINE CABINETS KEEP CHILDREN FROM MEDICINE CABINET	When able to climb	Prevents child from opening cabinet.	May not fit all medicine cabinets.
 E-Z DORLOK INSTALLS INSIDE ANY DOOR. PREVENTS CHILDREN USING IT.	When able to manipulate doorknob	For any door you don't want the baby to open.	Installs inside any door and prevents child from opening doors leading outside.
 SAFETY KNOBS FITS OVER REGULAR DOOR KNOB	When able to manipulate doorknob	Slips over doorknob and prevents child from turning the knob.	Adults or older children can apply pressure in order to turn knob and open the door.
 WINDOW SAFETY LOCK KEEPS CHILDREN FROM OPENING WINDOWS	When able to pull up and climb	Prevents child from opening window.	Can be installed without tools on all modern aluminum windows. Prevents window from being opened all the way.
 PATIO DOOR SAFETY LOCK LOCKS SLIDING GLASS DOORS LOCKS IN ANY POSITION	When able to crawl	Prevents child from opening and crawling through patio doors.	When installed, door may be locked or closed in any position.
 PROTECT-A-TOT CORNER GUARDS SELF STICK PROTECTS FROM BUMPS SHUR LOK	When able to pull up and crawl	Protects child from sharp corners on low furniture.	Self-stick rubber guards fit over corners that child may run into.

PARENTMAKING: A Practical Handbook for Teaching Parent Classes About Babies and Toddlers by B. Annye Rothenberg, Ph.D., Sandra L. Hitchcock, Mary Lou S. Harrison, and Melinda S. Graham. Copyright © 1981 by The Banster Press, P.O. Box 7326, Menlo Park, CA 94025.

SAFETY EQUIPMENT (continued)

Device	*Age*	*Purpose*	*Comments*
Kart Belt	When able to sit up in shopping cart.	Limits child's movements in a shopping cart.	The belt is easy to carry in a purse or pocket.
	When able to sit	Holds child securely in a highchair or stroller.	This device is useful if your stroller or buggy has no straps to prevent child from falling forward or standing up. It also prevents the child from trying to stand up in the highchair or from slipping on the seat. Non-skid strips also prevent slipping.



Portable pressure gates are adjustable up to four feet and are locked within a door frame by a pressure bar. They will give way if pushed hard enough. If overextended, a child's head can get through the openings. Portable pressure mesh gates have smaller openings that prevent a child's hands or head from going through. Since the portables are available in a variety of width sizes, you may want to consider buying a gate wider than necessary for your doorway to keep a maximum of pressure. Probably the most secure is the permanent type of folding gate that is attached by screw and hinge to one side of a door frame. They are available in sizes from 3 to 12 feet. Only the permanent type should be used for areas such as stairways where you need continual security.

General Comments

- Cardboard, wooden, and plastic wedges often do as well as purchased gadgets to keep drawers, doors, cabinets, etc., closed. Several strong, thick rubber bands around cabinet knobs do a good job of keeping the doors closed.
- It's better to store dangerous products completely out of reach of a young child than to leave them within reach and try to devise a safety device.
- Any safety device will eventually become an opportunity for problem solving by a child. Be sure to update your devices to match the child's ability when he is older.

PARENTMAKING: A Practical Handbook for Teaching Parent Classes About Babies and Toddlers by B. Annye Rothenberg, Ph.D., Sandra L. Hitchcock, Mary Lou S. Harrison, and Melinda S. Graham. Copyright © 1981 by The Banster Press, P.O. Box 7326, Menlo Park, CA 94025.

2

TEMPERAMENT AND INDIVIDUAL DIFFERENCES

background/preparation

Goals to Work Toward in Presenting This Topic

To parent successfully and be able to solve child-rearing problems that arise, parents need to consider the individual style and temperament differences of each family member. Instead of wishing that a child would act differently and thus alleviate a problem, parents should try to remember that their child is a unique individual and has a certain style that needs to be understood and worked with throughout the child-rearing years.[1]

The goals to work toward on this discussion are: (1) to give parents a framework for understanding children's temperaments and how each child differs from other children;[2] (2) to help parents understand their child according to this framework; (3) to help parents begin to work out their child-rearing problems and questions keeping the individual styles of its family members in mind; (4) to provide parents with a set of nonjudgmental terms ("labels") that can be used by them to describe their child's personality characteristics in a positive way.

Typical Parental Interests and Concerns About This Topic

1. How can I incorporate a determined child into our family?
2. Is Ben hyperactive? He never stays still. I wonder how he will ever learn.
3. My child cannot change from one activity to another without getting frustrated.
4. I do not know how to work with my child's persistence.
5. Reed is very quiet in new situations. Some of my friends think he's very insecure.
6. My child is never hesitant to go anywhere and never minds if I leave her. Although that makes some things easy for me, I wonder about her attachment to me.
7. Liz gets up at the same time each morning no matter what time I put her to sleep. To avoid a grouchy day with her, she has to be in bed by 7:30 every night. This schedule makes me really

---

[1] Often this is difficult for parents to do. It is only after they learn about different kinds of temperaments that they begin to see why their children and they themselves have certain kinds of interaction problems. Learning about the impact of different children's temperaments is often impossible for a first-time parent to work out on her own.

[2] For information on the social-emotional differences of one- to six-month-olds, see pp. 117-125.

tense because it isn't always convenient to get her to bed at that time.

Areas of Information You Will Need to Learn About to Teach This Topic

- Different temperaments found in children and adults. (See Thomas, Chess, and Birch, and Brazelton references in the "Readings and Other Resources" section, p. 338.)
- How to recognize different temperaments in children.
- How to advise parents of different temperaments to work with children in a positive way.

Family Dynamics—What This Topic Means Psychologically to Parent and Child

Parents are often unaware of their child's individual temperament and style. They may be aware of certain components of his style, but often are not sure if these are really a part of him, a part of simply being a child, or something that they have influenced or made part of his style. Parents who don't understand their child's true temperament and their own can feel frustrated in their parenting and uncertain of their parenting skills.

A child whose temperament is not understood or who is not dealt with in a positive way can begin to see himself negatively. He may feel that he is not meeting his own or his parents' expectations of him. A child whose style is understood and respected, however, will be able to grow more confidently and have a better chance for success as an adult.

Sample Concern of Parents

Concern	*Critical Issues*
Geoffrey is very active and that tends to be our major problem. If we take him anywhere where he needs to be quiet, it's a disaster because he cries and has tantrums if we do not let him run around. I get tired of having either my husband or myself standing alone at a gathering because the other is following Geoffrey around.	—Awareness of active style. —Ways to handle active children. —Parent's frustration.

Key Questions

1. What happens, in detail, at a gathering? What do you do? What does Geoffrey do? What does your husband do?
2. What future benefits can you see of having an active child? What disadvantages do you see?

For the group

3. How do your children behave at gatherings?
4. How do you and your spouse feel when one of you watches your child and the other is with the group?
5. How can parents help an active child to be part of a group?

Readings and Other Resources

Berkman, Sue, "Your Baby's Temperament," *American Baby* (July 1979), p. 47 (this article is reprinted in its entirety in "Handouts," pp. 345-347).

*Brazelton, T. Berry, *Infants and Mothers* (New York: Dell Publishing Co., Inc., 1972).

Brazelton, T. Berry, "Why Your New Baby Behaves That Way," *Redbook* (December 1978), p. 39.

*Chess, Stella, Thomas, Alexander, and Birch, Herbert G., *Your Child is a Person* (Baltimore, Md.: Penguin, 1977).

Gross, Martin L., "The Liberation of Mother and Father," *Woman's Day* (March 27, 1978), p. 32.

Johnson & Johnson Baby Products Co., *The First Wondrous Year* (New York: Macmillan, 1979), pp. 75-89.

McBride, Angela, *The Growth and Development of Mothers* (New York: Harper & Row, 1973).

Thomas, Alexander, Chess, Stella, and Birch, H. G., *Temperament and Behavior Disorders in Children* (New York: New York University Press, 1968).

Thomas, Alexander, and Chess, Stella, *Temperament and Development* (New York: Brunner/Mazel, 1977).

Thomas, Alexander, Chess, Stella, and Birch, Herbert G., "The Origin of Personality," *Scientific American* (August 1970), pp. 102-109.

Weisser, Susan, "How I Learned to Cope With My Difficult Baby," *Redbook* (November 1977), p. 42.

*Zimbardo, Philip, and Radl, Shirley, *The Shy Child: A Parent's Guide to Preventing and Overcoming Shyness from Infancy to Adulthood* (New York: McGraw-Hill, 1981).

teaching/presentation

Homework

The homework assignment, "Observation on Individual Differences," asks each parent to take a look at the individual style of her child as a way of gaining insight into the child's behavior. It also provides an opportunity for parents to look at their own temperament and how it affects their parenting. (Parents usually find this area most reliable when their child is at least a year old.)

Practical Suggestions or Strategies for Teaching This Topic

The subject of individual differences should be scheduled near the beginning of the series. Talking about different styles and temperaments enables group members to better understand one another as well as their own families.

Particular care should be given to those parents who have a child with a difficult-to-work-with style. These parents can feel that there is no hope; this is not true, but it does mean that they will have more work to do. Encourage group members to understand and help one another and not compete.

The discussion can get tiresome if every parent talks in detail about her child's style. Encourage each parent to talk about some aspect of her child's style, but not all of it. They should also talk about aspects of their own styles. Parents will enjoy and benefit from hearing descriptions of what other parents and children are like.

This topic intertwines itself with every topic you will discuss during the series. The better you know each child's and each parent's style, the more meaningful your work will be with each family.

Mini-lecture and Lead-off Questions for Discussion

Sample mini-lecture

First week. This topic should be covered in two parts. During the first week, the topic should be introduced and copies of the framework for determining a child's style should be presented (see "Handouts"). During the following week, after

HOMEWORK

OBSERVATION ON INDIVIDUAL DIFFERENCES

(15 months-3 years)

For next week, please look at your child in terms of his/her "individual style." It is this individuality that makes your child very special. The following observation may give you more insight into your child's behavior.

Specific temperament styles

1. How active is your toddler? (For example, does he/she often run, jump, love to climb, bounce, or is he/she more interested in sitting and looking at books, puzzles, etc.?)

2. Does your toddler have a regular rhythm to his/her behavior? (For example, does your child like to eat at the same time, nap at the same time, and go to bed at the same time—or do you find that one day he/she naps at one time and the next day another?)

3. Is your child enthusiastic about new experiences or is he/she more on the hesitant side? (For example, with a new setting, will your child jump in or stay by you? With a new food, will he/she take a bite or need more experience with it?)

4. What is your child's mood most of the time? (For example, how does he/she wake up from naps and nighttime sleep—happy or crying? Does your child tend to be lighthearted or serious about many things?)

5. How well does your child concentrate? (For example, in his/her usual play style, does play continue for a long time or does any new stimulus get your child going in another direction?)

6. Is your child persistent or not persistent? (For example, does he/she try to master a toy and try until successful or frustrated, or does he/she try and try and if success isn't gained put the toy away for something else?)

PARENTMAKING: A Practical Handbook for Teaching Parent Classes About Babies and Toddlers by B. Annye Rothenberg, Ph.D., Sandra L. Hitchcock, Mary Lou S. Harrison, and Melinda S. Graham. Copyright © 1981 by The Banster Press, P.O. Box 7326, Menlo Park, CA 94025.

OBSERVATION ON INDIVIDUAL DIFFERENCES (continued)

More general differences

1. What are some things about your child/s behavior or skills that make him/her easier to handle than other toddlers seem to be?

2. Can you think of some things that make your child somewhat more difficult to handle than other toddlers seem to be?

3. Consider your own temperament styles. What styles do you have that make it easier for you to handle your toddler? What styles do you have that make it harder for you to handle your toddler?

4. Ask your spouse to think about his own temperament. What characteristics does he think he has that make it easier for him to handle your toddler? What characteristics does he think he has that make it more difficult for him to handle your toddler?

Parent's name ______________________ Date __________ Child's age _____

PARENTMAKING: A Practical Handbook for Teaching Parent Classes About Babies and Toddlers by B. Annye Rothenberg, Ph.D., Sandra L. Hitchcock, Mary Lou S. Harrison, and Melinda S. Graham. Copyright © 1981 by The Banster Press, P.O. Box 7326, Menlo Park, CA 94025.

discussing homework, the framework can be individualized to fit each child, keeping the homework observations in mind. This can best be done by observing the children either through a one-way window or in their playroom; discussion of the various styles works best after the parents have had a chance to meet each other's children.

Children have different styles and temperaments even at birth. Infants will react differently when a cloth is laid over their face and will take different amounts of time to recover after being upset. It is usually hard for the first-time parent to notice temperament differences in very young babies, but the differences become clearer with time and as parents get to know other children. By now most of you have probably noticed some of the distinguishing characteristics of your child's temperament or personality, for example, he or she never gives up; is very active; withdraws in new situations; is passive; sleeps quietly; accepts a new person easily; wakes from sleep crying and unhappy; is easily disturbed.

As parents we sometimes think that if we could only do a better job of child rearing, some of the traits we don't like in our children would vanish. It seems, however, that children are born with certain traits, and each child's and each parent's interaction with these traits helps the child to become what he will be. Everything is not dependent on our child's temperament alone, nor on the way we handle our child, but on a combination of the two. I would like to pass out a handout that describes characteristics that should be noted when individual differences among children are being considered (see p. 344). The handout is based on information contained in *Your Child is a Person*. As we discuss the handout, please ask any questions you may have.

Now discuss the handout, clarifying for the parents what the aspects of temperament mean. Use examples from children you know or from group members' own children. Then you might say:

After looking at the main points of the handout, we can see that it is possible to make many generalizations about ways to effectively handle our children, keeping the categories of temperament in mind. For example, if a child has difficulty handling new social situations and we push her too hard, most likely the child's tendency will be to withdraw. If we wait and are patient, the child will eventually go forward. If a child has a high activity level, he will have trouble going for long rides in a car without breaks where he can be active. And if a child has difficulty changing from one situation to another he will need time to move slowly or should be given forewarning.

Can you think of something about your child's temperament that is important for you to consider in determining how to handle him better in the future?

After this discussion, pass out the homework "Observation on Individual Differences." Then tell the class:

It is important for you to spend time working carefully on this homework. Every discussion we have for the rest of the series, be it on language, setting limits, socialization, or whatever, will need to take into account your child's temperament. Do you have any questions?

***Second week*. Now that we've had a chance to observe our children, let's talk about those characteristics that make them easier to handle and those that make them more difficult to handle. Then we can go on to talk about our own styles—things that we and our spouses do that make it easier and harder for us to handle our children.**

As parents talk about their children, be alert for: (1) parents who have built up negative feelings toward their child—they need some help from you or the group to show them some of the positive qualities their child has;[3] (2) parents who want help with some aspect of the child's temperament (for example, what to do about a child who stays on the parent's lap during the whole two hours of play group)—they need general guidance about how they can best help their child; and

---

[3] You will find that knowing about the pros and cons of the different aspects of temperament will be of value to you and the parents. In addition to the focus on temperament in these sessions, you may find that counseling about temperament needs to be continued throughout the rest of the series.

(3) parents who have an unrealistic picture (positive or negative) of what their child is like—they need a gradual introduction to who their child really is.

After guiding the discussion you might wish to summarize the main points of the topic:

Not every parent has a child whose temperament best suits her. Some of us have an active child, but would be more comfortable with a more passive child. Some of us wish our child had a more regular schedule. If we recognize and understand our child's individual temperament and make peace with our own style and that of our spouse, we can work out the best way of parenting for our individual parent-child teams. This takes time, however, and should be a flexible plan.

Additional Information for Parents

When considering children's styles, it helps to look at the plusses and minuses of each style:

Activity Level. If a child has a high activity level, his motor skills will probably develop faster, he'll most likely have a great deal of energy, he will be involved in lots of interesting things, and he may enjoy others very much. Sometimes it is difficult for the adults in a family to keep up with this type of child's pace.

If a child has a low activity level, his large-motor skills may not develop as quickly as those of a high-activity child. By the age of five, however, the more inactive child has usually caught up. It is easy for parents of inactive children to keep up with their children's pace, but they need to think more about guiding their children into some active pursuits.

Pattern. A child who follows a regular pattern is predictable—a parent knows when the child likes to eat, sleep, and perhaps go to the toilet. Having a child with regular habits makes planning the day fairly easy, but it can be hard to work with such a child when traveling or visiting.

It is difficult to determine a daily schedule for a child who follows irregular patterns. Parents will have to work hard to help such children adapt to a routine, but it is easy to take them places and they are generally flexible.

Approach/Withdrawal in New Situations. The child who approaches new situations with ease likes to go places, is easy to include, and often gets positive responses from adults because he is more outgoing.

The more hesitant child will need your consistent, slow-paced help to enable him to get along with new people and new places. He often becomes very comfortable with the new situation in time, as he learns more about it. This child likes and needs repetitive experiences to gain confidence.

Adaptability to Change in Routine. The child who has trouble changing his routine cannot be told to "come on" and "hurry up" without becoming frustrated. She needs to be told ahead of time what will be happening, and it helps the child make the transition more easily if there is an exciting element in the activity that is approaching. Parents can say, for example, "In a few minutes it will be time for your bath. We will make lots of bubbles."

If your child changes routines easily, he will readily go from one activity to the other. It is easy to take advantage of this child, however, and at times expect him to meet your commands too quickly.

Level of Sensitivity. If a child has a low level of sensitivity to his environment, it is likely he does not awaken easily during naps or at night. Little things probably don't bother him.

The more sensitive child probably responds more to noise and may be frightened by vacuum cleaners, loud trucks, and similar sounds.

Quality of Mood. It is easier to be with a child who generally has a happy disposition or style. The happy child smiles and laughs easily.

It is harder to be with a negative child and it is harder for that child to gain positive responses from others. Children with more negative styles do well with a lot of praise, and in calm, repetitive situations.

Intensity. An intense child lets you know what she likes and does not like. This can make adults uncomfortable, but the messages are clear.

When a child is not very intense, it is easy to overlook how he feels. The less intense child is easier to deal with than the intense child in immediate situations, but one must be careful to watch for hidden feelings in later years.

Distractability. When a child has a strong ability to concentrate, it is very easy for him to learn new things but hard for an adult to guide him.

When a child distracts easily, an adult can guide him more easily.

Persistence and Attention Span. The persistent child can become very frustrated if he keeps trying and trying, but can't make something work or happen. He can stay with something for a long time but may need to be taught how to handle frustration and go on to something else.

The not-so-persistent child may be a bit more relaxed but may not have the stick-to-it-iveness required for some activities.

Handouts

The handout "Temperament and Individual Differences" describes a concrete way parents can look at their child's style. A second section, "Your Baby's Temperament," is reprinted in its entirety from *American Baby.*

HANDOUT

TEMPERAMENT AND INDIVIDUAL DIFFERENCES

(older babies–3 years)

The following are descriptions of characteristics that are useful when considering individual differences among children. Each individual child will fall somewhere between the two extremes given for each category. Taken all together, the characteristics form a picture of an individual child's temperament.

Activity level. This encompasses the degree of your child's activity, both waking and sleeping.

Very mobile—"into everything."	Less mobile—remains where he's put.
Wiggles and squirms in highchair.	Sits quietly in highchair.
Much movement during sleep.	Sleeps quietly.

Regularity. This trait deals with how predictable your child is and has been in terms of daily scheduling.

Difficult to schedule as an infant.	Easily scheduled as an infant.
Schedule varies from day to day.	Schedule remains consistent from day to day.
Parent never certain when he will be hungry or sleepy.	Eats and sleeps at approximately same time every day.

Approach/withdrawal in a new situation. This indicates your child's characteristic response to a *new* situation.

In a new place, stays close to parent, observing cautiously.	In a new place, plays and explores happily.
Rejects a new food immediately.	Accepts a new food readily.

Adaptability to change in routine. This describes *how long* it takes your child to adjust to a new or changed situation.

Difficulty in moving from two naps to one.	Moves easily from two naps to one.
Requires repeated interaction with a new person before accepting him or her.	Accepts a new person easily.

Level of sensitivity. This encompasses your child's sensitivity to his environment.

Light sleeper, easily disturbed by noise or movement nearby.	Deep sleeper, undisturbed by moderate noise or movement nearby.
Strong negative reaction to food he dislikes (gags, spits out, grimaces).	Accepts most foods, even if not his favorites.

Quality of mood (negative/positive). This describes the mood that seems most characteristic of your child.

Wakens from sleep crying and unhappy.	Wakens from sleep smiling and content.
Meets most daily situations (meals, naps, bath, etc.) with negative reactions.	Meets most daily situations with positive reactions.

Intensity. This is indicated by the amount of energy your child uses in his characteristic behavior and in reacting to what happens to him.

In play, bangs and throws toys, laughs and vocalizes loudly.	Plays quietly, handling toys gently, observing intently.
When upset, wails loudly—when happy, laughs out loud.	When upset, whimpers softly—when happy, smiles.

Distractability. This describes how easily your child is diverted from an activity.

Easily distracted from a forbidden object.	Returns to forbidden object again and again.
Play is easily interrupted by phone ringing or someone entering room.	Play is usually not disturbed by outside distractions.

PARENTMAKING: A Practical Handbook for Teaching Parent Classes About Babies and Toddlers by B. Annye Rothenberg, Ph.D., Sandra L. Hitchcock, Mary Lou S. Harrison, and Melinda S. Graham. Copyright © 1981 by The Banster Press, P.O. Box 7326, Menlo Park, CA 94025.

Persistence and attention span. This encompasses your child's ability to persist in attaining a goal and to attend to one activity for a period of time.

Tries over and over to get a toy just out of reach or do something difficult.	Gives up after a few attempts.
Plays with one toy for an extended period.	Moves rapidly from toy to toy during play.

PARENTMAKING: A Practical Handbook for Teaching Parent Classes About Babies and Toddlers by B. Annye Rothenberg, Ph.D., Sandra L. Hitchcock, Mary Lou S. Harrison, and Melinda S. Graham. Copyright © 1981 by The Banster Press, P.O. Box 7326, Menlo Park, CA 94025.

Your Baby's Temperament: Its Crucial Role in Child Raising

by Sue Berkman

When she was pregnant, Jennifer had it all figured out. Her baby would be born in the spring, and by Labor Day she would be back in full swing as a freelance magazine illustrator. What could be more perfect? The summer months would allow her to establish a routine of child care, and even when she began to take work, she could still be a full-time mother. But that's not the way things turned out.

"What happened," recalls Jennifer, "was that Pamela demanded every instant of my time and every ounce of my energy. When she should have been sleeping, she would often be awake and screaming. Feeding—even if it wasn't time—would sometimes work to quiet her but other times not. During the day I was always so tense and irritated that it was impossible to even think of working. And even in the evenings when my husband was home, I was too tired and depressed to think of anything except crawling into bed."

Jennifer's story demonstrates a fact of life, long overlooked by child-care authorities: to a surprising degree, the behavior of the baby determines the behavior of his parents. Before 1940, in the belief that a youngster's characteristics are shaped significantly by parental influence, child-rearing authorities emphasized strict rules for feeding and discipline. With the realization that not all children thrived on this regimen, the pendulum began to swing to the opposite extreme. Over the succeeding decades, the authoritative word was *permissiveness*. But in neither case did researchers consider the influence might also run the other way—that a child might act upon his parents and might even be responsible for the kind of parental treatment he receives.

Unique among the investigators who were determined to prove their one-sided child guidance dictums were Alexander Thomas and Stella Chess. He is a professor of psychiatry and she is a professor of child psychiatry at the New York University School of Medicine. For over twenty years they have been working together on a major research problem: the effect of temperament on the mental health of children and of the adults these children become.

As their research demonstrates, science now substantiates what most mothers for thousands of years have probably known—that children differ from infancy onward. Although pediatricians and nurses have, from practical experience, known it too, most have hesitated to act on their intuitive belief that children with basic temperamental differences should be handled differently.

Now, because of the finding of these two experts, parents can take heart in the fact that, from the very beginning, the success of the child-rearing approaches they use depends heavily on the nature of the child born to them, not on some hidden weakness—or strength—buried deep within themselves.

Differences in Children

Thomas and Chess have defined three main groups of temperamental characteristics, which they believe differentiate and define the "easy"

Sue Berkman is a free-lance writer and also works in the public relations department of Downstate Medical Center in Brooklyn, New York.

Reprinted with permission from the July, 1979 issue of *American Baby Magazine*.

child, the "difficult" child, and the "slow-to-warm-up" child.

According to Dr. Chess, the "easy" child is just that—easy to live with and to come into contact with. His habits are regular, he responds positively to new situations, and he is quick to adapt to new people, places and things. The easy child tends to be cheerful and contented.

The "difficult" child, on the other hand is, well, difficult. As an infant he has very irregular eating, sleeping and eliminating habits. When exposed to a new stimulus or situation, whether it pertains to foods, clothing, people or places, the difficult child either withdraws noisily or protests vigorously. By three years of age, this type of child will express disappointment "not with a whimper but with a bang"; frustration will usually produce a violent tantrum.

Some researchers working with Drs. Thomas and Chess describe such children as "mother killers." While this may seem a little strong, the difficult child can cause feelings of frustration, guilt and anxiety, turning a normal mother into an abnormal one.

A child who is "slow-to-warm-up" takes a long time to adapt and tends to withdraw from new situations, generally with little or no fuss. "These children can be trying too," Dr. Chess comments. "As babies they are likely to respond to a new food by letting it dribble out of their mouths; in nursery school they remain on the sidelines for several weeks; in kindergarten, when pushed to take part in some activity, they struggle quietly to escape."

Of the hundreds of children studied by Thomas and Chess, two-thirds fall clearly into one or another of these categories, based on the classifications of nine individual behavioral characteristics. These characteristics include:

1. *Activity Level.* Some babies are very active, moving from spot to spot in the crib, kicking off their covers, constantly squirming while being diapered—right on to the moment their eyes shut in sleep. Others tend to be quiet, lying where they are placed and moving both little and slowly. Sometimes such children are almost as still when awake as when asleep.
2. *Regularity.* Some babies are very regular when it comes to being hungry, needing to eliminate, or being ready for a nap. Others are much less predictable. There is no telling when they will be hungry or how hungry they will be. Naptime may vary from one day to the next.
3. *Adaptability to new situations.* Some babies have no trouble with an initial response to new experiences (the first bath may find them taking to the water like ducks). Others do not splash and kick or coo and play with their mothers. They scream when put into the bath for the first time. Such babies spit out many new foods at first, cry at the sight of a stranger, and react to strange places.
4. *Adaptability to change in routine.* Some babies shift easily and quickly to a changing schedule, altering their behavior to fit in with the pattern the parents want to set. Others fuss and cry or scream and kick when their routines are changed. Shaping the child's behavior is difficult and requires much repetition. Some babies do not adapt at all; it is the parent who often adjusts to the child's pattern rather than continue the unsuccessful struggle to impose preferences.
5. *Level of sensory threshold.* Babies with a high "sensory threshold" are not startled by loud noises, nor are they bothered by bright lights. The texture, fabric, or even the temperature of clothing makes little difference to them. They do not react to being wet or soiled. At the other extreme are the sensitive ones who wake at the slightest sound or change of environment. Some literally shudder at the mere whiff of a disliked food.
6. *Positive or negative mood.* Some children may give no sign that they are either for or against what is happening. They may be classified as neutral. Most babies, however, will show a preponderance of either positive (cooing, gurgling, smiling, giggling) or negative (fussing, crying, sobbing in great gasps) reactions to everything.
7. *Intensity of response.* One child may show hunger by screaming; another may cry softly. One may only open his mouth for food; another may strain toward the spoon. When behavior is characterized by high energy expenditure, it is judged intense, while low energy expenditure is deemed mild. The intensity of response does not relate to whether the baby is showing a positive

TEMPERAMENT AND INDIVIDUAL DIFFERENCES (continued)

or negative mood; it refers to energy expressed in the behavior.

8. *Distractability.* Some babies can concentrate better than others. One child may drink his bottle until he is full, no matter what his environment; another might be diverted by the slightest movement.

9. *Persistence.* In a newborn, persistence can be noticed very early. Some infants will suck diligently at the nipple even when no milk is coming through, while others will give it up quickly. The persistent infant will keep trying to reach a toy that is out of reach, while the non-persistent one will give up after a try or two. A baby with a long attention span can gaze at a cradle gym intently for long periods of time, while one with a short attention span will focus only briefly on any activity or aspect of the environment around him.

Possible Causes

What can explain such basic temperamental differences? Norwegian researchers, using the technique of the New York team of investigators to study both identical and nonidentical twins, indicate that the answer may be found, in part, in genetic differences. One investigator, Anna Marie Torgersen, studied her subjects at two months of age (about the time that a baby's behavior becomes stabilized), and again at nine months. Each time she found that one identical twin (identical meaning having the same genes) was likely to resemble the other in temperament much more closely than did the nonidentical pairs. There seemed to be a genetic component for all the nine traits identified by Thomas and Chess. Evidence for the role of heredity in temperament was strengthened by the results of a study of children of Puerto Rican working class families. These children showed temperamental characteristics similar to the children from middle and upper class families, despite differences in child-rearing practices.

One important point brought to light by these studies is that each type of child can influence parental behavior which, in turn, can influence the child's subsequent development. University of Rochester psychologist Arnold J. Sameroff has found that children with difficult temperaments at the age of four months are the most likely to score lowest on intelligence tests at thirty months.

"The child's temperament at four months of age," Sameroff believes, "influences how the mother is going to treat him in the future. The mother of a child with a difficult temperament becomes turned off to that child in some way, and as a consequence does not provide the stimulation and caretaking that would lead to the child's competent performance at 30 months of age."

It was the baby whose mother stayed close and who socialized a great deal who scored higher on the IQ test.

This does not mean that a child moves along inevitably in a preordained fashion no matter what the parents do. What it does mean is that a parent is far better off not going by the book. Babies, in short, write their own books. Says Dr. Hilde Bruch, prominent child psychiatrist at Columbia University, "Modern parent education is characterized by the experts' pointing out in great detail all the mistakes parents have made and can possibly make and substituting 'scientific knowledge' for the tradition of the 'good old days'."

Based on the abundance of professional and popular material about children, gleaned from psychoanalytic theory, a young mother and father would conclude that they are not only guilty before proven innocent, but they are also guilty before they even act. Now, with such researchers as Alexander Thomas and Stella Chess leading the way, the pendulum has begun to swing back. With luck it will fall short of a full return, and parents will realize the need to deal differently with different offspring.

Does this imply more responsibility for parents? "Yes," says Dr. Stella Chess, "and more pleasure, too."

3

FAMILY SIZE

background/preparation

Goals to Work Toward in Presenting This Topic

Thoughts about whether or not to have a second child (and, if so, when) can begin for many parents as early as their child's first birthday and can continue for many years. At some point in their first years of parenting, most parents feel the need to discuss this issue, and for those who have already decided, the topic is still of sufficient interest to be included for discussion.

The goals to work toward on this topic are: (1) to discuss information about family size (one-child and more-than-one child families) from the point of view of both parent and child, and to discuss information about the spacing of children; (2) to help parents begin to clarify their feelings about the various decisions possible.

Typical Parental Interests and Concerns About This Topic

1. My husband and I are not at all sure that we want a second child, but we also worry about our son being an only child. What are the drawbacks for him and for us if we decide that one is enough?
2. Is it true that only children are "spoiled" (selfish, lonely, shy)?
3. When is the best time to have a second child? How old should your first child be?
4. We always planned to have two children, but now we just can't believe we could ever love another baby as much as we love our daughter. Is it right to have another one when we feel this way?
5. We can't seem to make up our minds. Our first baby has been a difficult one for us, and, frankly, I'm not sure I could handle it all over again. Is the second child usually an "easier" baby?
6. Can proper spacing eliminate sibling rivalry?
7. My husband wants another child but I don't. How can we begin to resolve this disagreement?

Areas of Information You Will Need to Learn About to Teach This Topic

One-child families.
- Characteristics of the "only child."
- Positive and negative aspects for parents and child.
- Ways of coping with the negative aspects.
- Parents' feelings about this decision.

More-than-one-child families.

- Positive and negative aspects for parents and children.
- Impact of the second child on the family.
- Parents' feelings about this decision.

Spacing of children.

- Medical/physical considerations.
- Meaning of various age differences for the children.
- Meaning of various age differences between children for the parents.

Family Dynamics—What This Topic Means Psychologically to Parent and Child[1]

Whether or not to have a second child is a major decision for most parents. But it differs substantially from their initial decision to become parents because they now have actual knowledge of parenting—what it entails, how they adjusted to it, and their feelings about it. There is also a third person—the first child—to consider this time.

Even though statistics show that parents are having smaller families today, the myths about the "only child" still linger and are of concern to many couples. They wonder if they are being selfish to "deprive" their child of a sibling. They worry about what they consider to be the negative aspects for their child (loneliness, shyness, too much adult attention) and that he will somehow blame them later.

If parents decide they do want a second child, the focus of their concern generally shifts to the first child and the impact of their decision on him. The age range between the children seems critical to most and they try to figure out what they feel will be the best spacing. What they usually discover, after much consideration, is that this is like trying to predict the future—almost impossible and very frustrating. Another major concern to many parents is the need to somehow divide their time and their love between two children. They can see what seem to be disadvantages for both their children and themselves, and they often feel guilty even before the second child is born.

While in the decision-making process, the negative aspects of both possibilities can seem to stand out very clearly. Parents' love for their first child and their desire to do their best for him can actually get in the way of their considering each possibility in a balanced manner, especially since the child cannot be consulted as to his feelings and wishes.

It can be a difficult decision for parents to make, but the best information available to any couple is their knowledge of themselves, their child, and their parenting—what it means to them and how they feel about it. In the last analysis, these factors are the ones that must be weighed so that each couple can make the best decision for their family.

Sample Concern of Parents[2]

Concern: More Than One Child	*Critical Issues*
We are really hung up about whether or not to have another child. Our son has been such a good baby—happy, placid, and easy to care for. Things have been so good that I am almost afraid to try again for fear that we could upset the balance and happiness we have now. At the same time, that seems like a pretty selfish reason *not* to have another baby. How can we know whether it's worth the risk?	—Parent's concern about the known vs. the unknown. —Parents' judgment of their own feelings.

Key Questions

1. Can you describe in more depth what you mean by "upsetting the balance"?

---

[1] This section will address only the parents' feelings and concerns since the child really cannot take part in making this decision.

[2] Since several main issues are involved in this topic, two common concerns of parents are described.

2. How do you think a family might change with the arrival of a second child?

For the group

3. What might be some advantages and disadvantages of an only child to each of you?

Concern: Spacing	*Critical Issues*
How can you decide when the best time is to have a second child? Sometimes I think that it would be better to do it before our little girl is old enough to really comprehend it and be jealous—like before she's three. Other times it seems like it would be better to wait until she's a little older so I can give her all my time and attention while she's little. Then, after she's in nursery school and more independent, maybe she wouldn't mind so much and could enjoy a new baby more. We just can't seem to make up our minds.	—Numerous feelings about the spacing of children with the focus of concern on the first child.

Key Questions

1. It sounds like you have really considered how various age differences will affect your daughter. Do you and your husband have any strong feelings about when would be best for you? What are they?

For the group

2. Let's spend some time discussing spacing as it affects both parents and children.

Readings and Other Resources

Bank, Stephen P. and Kahn, Michael D., *The Sibling Bond* (New York: Basic Books, 1982).

*Brazelton, T. Berry, *Doctor and Child* (New York: Delacorte Press/Seymour Lawrence, 1976), Chapter 9.

Brazelton, T. Berry, *Infants and Mothers* (New York: Dell Publishing Co., Inc., 1972).

*Brazelton, T. Berry, "Must You Have More Than One Child?" *Redbook* (March 1979), p. 58.

*Brazelton, T. Berry, "When Should You Have Your Next Child?" *Redbook* (February 1977), p. 31.

Roiphe, Anne, "Why Have More than One?" *N.Y. Times Magazine* (June 5, 1977). (This article is reprinted in its entirety in "Handouts," p. 354.)

Weiss, Joan Solomon, *Your Second Child* (New York: Summit Books, 1981).

*Whelan, Elizabeth M., *A Baby? . . . Maybe* (New York: Bobbs-Merrill Co., Inc., 1975), pp. 183-186.

---

teaching/presentation

Homework

There is no written homework for this topic. Parents, however, should be asked to discuss the topic as a couple during the week before the class and to be ready with questions, concerns, and feelings they wish to share with the group.

Practical Suggestions or Strategies for Teaching This Topic

- The most difficult part of leading this discussion is trying to keep the main issues separate from each other. Careful organization is called for in this topic, since a "free-for-all" discussion usually leaves everyone dissatisfied and concerns unanswered.

- Every group will be composed of individuals who are at different places in the family size decision-making process. You will have parents who already know that they want a second child; their concern will be what spacing is best. There will be parents who know that they do not want another child; their concern will be the one-child family. You will also have parents who are as yet undecided, and you may also have parents who are pregnant with a second child. After finding out where each parent in the group is in the decision-making process, you might suggest that the discussion follow this outline:
  - Making the decision about whether to have a second child. In handling this area first, parents who are uncertain can benefit from hearing from those who have already decided. Hearing a variety of experiences and reasons behind decisions brings to light the various aspects of the subject that need consideration and also emphasizes the different approaches that couples may use to problem solve.
  - One-child families and concerns about the "only child."
  - More-than-one-child families and the spacing of children.
- As the leader of the group, your opinions and ideas may carry more weight in this area than you might expect. You can, of course, share with the parents your personal decisions and opinions, but be careful to emphasize that they are yours, not necessarily either universal or expert.
- Family size and the spacing of children are areas in which many people have strong beliefs and opinions. Since the topic is often scheduled toward the end of the series, parents by then will probably have developed mutual respect and support. Despite this you may still need to work to keep the discussion positive and helpful, and to guard against judgmental or critical remarks about any parent's beliefs or feelings. This subject is a very personal one, and many parents may feel vulnerable.
- Try to help each parent separate her own feelings from others' expectations of her. This effort can help group members recognize that people are often easily swayed by others' opinions or expectations, and it emphasizes how individual a decision this particular one is for each couple represented in the group.
- The discussion of this area tends to be long. Try to leave enough time in the series to discuss it fully.

Mini-lecture and Lead-off Questions for Discussion

With brief opening remarks, you can set a tone of openness and respect for each parent's opinions. You might begin by saying:

Although biological considerations such as difficulty in becoming pregnant or "surprise" pregnancies often remove the decision from us, the question of whether or not to have a second child is a very personal and intimate one for each couple represented here. Some of you have already made a decision in this area and some have not. I hope that those of you who have will feel able to share the reasons for your decision with the group. Your experiences can be a help to those who are still searching for the best answer for themselves.

There are many feelings that come to bear on this question, not the least of which are your feelings about your own childhood and the feelings you have about the time you've had with your first child. The goal of our discussion today is to help each parent in the group clarify her thoughts and feelings so that she can make the very best decision—with her spouse—for herself and her family, or be comfortable with the decision she has already made. With that goal in mind, let's go around the group and have each of you share where you are in the process of making this decision. Let's keep in mind as we discuss and listen that we're talking about where each of you stands today. You may change your minds many times during the next several months or years.

After the parents have shared their situations, you can begin the discussion as outlined in "Practical Suggestions for Teaching This Topic" (p. 350).

Additional Information for Parents

Making the Decision

- Everyone is influenced to some degree (positively and/or negatively) by their own childhood and the characteristics of their parents and siblings. Sometimes it helps to look at these feelings more closely to see how they might be influencing the decisions being made as adults. Sharing feelings about positions held in a family (only child, oldest, youngest) can help parents to know how others felt as children.
- As a couple, parents have a lot more information to work with when confronting the question of a second child than they did before their initial decision to become parents. But the big unknown is the temperament of the second child. Having a second child to be a friend or playmate for the first-born is probably not the best reason for having a second child at all. Parents' feelings and desires (or lack of same) for another child *must* take precedence. The best reason to have another child is because both parents want one.
- Parents are often concerned that they may not be able to love a second child as much as their first. But love does not need to be divided—the more that's expressed, the more there is. Whether parents have one child or six, their goal should be the same—to recognize and nurture the developing individual.

One-Child Families

- At the present time, society's views of family size and purpose are changing and evolving. In the not-so-distant past, large families were necessary for biological and economic survival. This no longer holds true in our culture, but the feelings about small or one-child families being somehow inadequate still linger in many minds. Approximately 20% of the current population are only children, and the percentage is rising. The one-child family is, therefore, no longer unusual.
- If parents decide to remain a one-child family, they can work on ways to see that their child frequently comes in contact with other people. They can plan to have their child be with other children in a variety of situations, and if no other relatives are in the area can work to create a "family" of close friends and their children with whom to share holidays, vacations, and birthdays.
- The "only child" is a child like any other.

Spacing of Children

- The spacing of children is a very individual decision. There are many considerations, including both parents' temperaments and that of the first child. There are also a lot of unknowns that cannot be planned for. For example, parents may decide that they'd like to have their children two years apart, but the woman may not become pregnant according to the plan. It helps to be somewhat flexible in planning and to be aware of possible pitfalls in a very rigid timetable. There are advantages and disadvantages to every age difference between children. Recognizing this can help parents be more open to the reality of their situation.
- Second children are sometimes considered easier to care for. This is undoubtedly due more to the parents' accumulated knowledge and experience than to any inherent quality of second children. Because every action and activity (bathing, diapering, and so on) is not new for the parents, they tend to be less tense, more confident. Their assurance communicates itself to the new baby, and everyone benefits.

Handouts

The handout "Considerations About the Spacing of Your Children" can be used in conjunction with or as a summary of the discussion of spacing. A second handout, "Why Have More Than One?", is reprinted in its entirety from the *New York Times*.

HANDOUT

CONSIDERATIONS ABOUT THE SPACING OF YOUR CHILDREN

(1–3 years)

1. How did you feel during your last pregnancy? You won't be able to "pamper" yourself during another pregnancy since you'll have an older child.

2. How much help (with older child, housework, etc.) can you count on from your spouse and/or other nearby family members? Consider both the periods before and after the new baby arrives.

3. How much physical care does your older child require (lots of lifting or carrying, diaper changes, etc.)?

4. How are you feeling about your relationship with your child? How much independence does he show? How is your spouse's relationship with the child?

5. Consider your feelings about permanently regaining some freedom away from home through a career, volunteer work, hobbies, or school. The closer in age your children are, the shorter the span of time that encompasses the pre-school years.

6. Also consider your feelings about the demands that two children will make on you physically and emotionally. The farther apart children are spaced, the more individual attention you will be able to give each child.

7. How relaxed is your attitude toward housekeeping and other non-child-related responsibilities that you have? Two children close in age may mean you'll have to relax some of your standards or rearrange your priorities for a while.

PARENTMAKING: A Practical Handbook for Teaching Parent Classes About Babies and Toddlers by B. Annye Rothenberg, Ph.D., Sandra L. Hitchcock, Mary Lou S. Harrison, and Melinda S. Graham. Copyright © 1981 by The Banster Press, P.O. Box 7326, Menlo Park, CA 94025.

HANDOUT

WHY HAVE MORE THAN ONE?

by Anne Roiphe

Images of man's future that have us standing on our allotted one square foot of space or waiting on infinite lines for a cup of desalinated water; women's new-found drive for self-realization, for doctoral degrees and executive secretaries of their own; concern about holocaust, revolution, depression—these cause many young couples to pause before conceiving a second child. What rational reason could there be for having another baby? The first, after all, has made them parents, has given them the experience of process, of wonder, of exhaustion, of change in life style. Their first-born has succeeded in muting their egotism and shifting the marriage from mere romance to the earnest discipline of baby sitters, tuition plans and Saturdays spent at the zoo. What more could the second child do or be? What vacuum remains for it to fill? Isn't *one* of nature's miracles and all the complications that follow enough? Apparently not. For nearly 50 percent of the parents in the labor rooms in New York Hospital last month, one child was only the beginning. There may be fewer new families being started in America nowadays. Many more young people are delaying or deciding against having children altogether, but for those young Americans who have decided to become parents, the majority still plan on that second baby and maybe more.

The most frequent reason given for the second baby, prior to its birth, is that it will be company for the first, that the first child needs a friend, needs a competitor, should not be the only apple of its parents' eye—it's more normal for the child to have a brother or sister. This reason for conception is one of those harmless rationalizations we use as we climb about our lives. Without dwelling on how ungrateful the first child usually is for this particular gift of normality, it's hardly a decent thing to bring a life into the world in order to make another life better, happier, more normal. Furthermore, it's an idea that only exists while the second child remains a vague suggestion without particular form. Once the second baby has arrived, its need to be burped, have an allowance and attention paid to its nightmares, its clay ashtrays, will erase all previous considerations of its worth as a companion for the first child. For better or worse, 'til death do us part, it is a life unto itself.

Several young couples expecting a second baby said that they wanted to be sure that at least one of their children would survive. These couples were pushed by some drive toward the immortality of their DNA, some stake in the endurance of their personal helixes. Of course, with infant mortality down so dramatically since the turn of the century and the common childhood illnesses all but defeated, the odds of any particular American child surviving to adulthood are so enormous that one really doesn't have to take a double flier for one success. In actuality, the second child doubles the jeopardy of suffering the incredible pain a loss through birth defect, cancer, or accident can bring. The parent of two or more children is more exposed—double the odds—to the haunting visions of catastrophe that, realistic or not, lie dormant just beneath the gay nursery wallpaper.

It used to be, when people had children to help on the farm or to bring in money, that parents thought of their children as some form of high-premium insurance against future isolation and poverty. Now, of course, most of us know that this land of mobility may very well take our children into universes, psychologically or culturally or physically far distant from ours. Therefore, very few are counting on a second child to increase the chances of a comfortable old age.

Some of the expectant young couples I spoke to were hoping their second child would be of a different sex from their first. They expressed a real desire for a child of each gender. However, they were all quick to say they wanted a healthy

---

First published in the *New York Times*. Copyright, 1977 by Ann Roiphe. Reprinted by permission of BRANDT & BRANDT Literary Agents, Inc.

WHY HAVE MORE THAN ONE? (continued)

baby. They were not having the baby just for sexual variety among the offspring. They would welcome a child of either sex. Since there are as yet no foolproof methods of guaranteeing a baby's sex, one would have to be mad to conceive that second child for reasons of sexual diversity. The chances of disappointment are too great, and while a spouse who turns out in an unexpected or unpleasant way can be discarded, a child is a commitment of another sort.

So then, if none of the reasons people give each other for that second birth seem in and of themselves very convincing, there must be some other, perhaps not entirely conscious, reason that explains it. It must after all have to do with an image of family, an almost unconscious expectation of what that word "family" means—an expectation that goes quite beyond anything a man and woman can reasonably discuss over their afterdinner coffee. Maybe it comes from images of Dick and Jane and Spot in those influential early readers. Maybe it comes from all the weight of the stories of the past, from fairy tales where brothers and sisters vied for the crown, from Bible stories of inheritances stolen, of coats of many colors, from lists of names of sons and daughters that rumble through the Old Testament, the "Odyssey," the "Iliad," the stories of Roman gods. Maybe, on the other hand, our sense of what a family should be comes from some unconscious connection of ourselves with the rest of the animal world, where lion and lioness are standing in the veld, surrounded not by cub but by cubs. Maybe our need to create family comes not only from some need to make life, but to test our quality, our worth, in nurturing it. Or it could be that the second child is a peculiarly unconscious act of faith, a religious act on the part of the parent who says, "If God made more than one living creature, I should, too."

Whatever is valid among these speculations, the fact is that families continue to be created at as fast a rate as they fall apart, and a disappointment and a sense of personal failure racks almost every divorced parent as he anguishes over the end of a not even clearly articulated dream of what the family meant to him.

What really happens when the second child is born? Immediately, most parents experience guilt for having created the jealousy quickly apparent in the first child. That marks the beginning of the balancing of the needs of one against the other and the tensions that are routine in family life. Soon after the new arrival is absorbed into the fabric of the household, the parents become involved in the truly fascinating game of watching the similarities and differences in their offspring. Late at night they begin discussions on nature versus nurture that may last 40 years. They begin to worry if this one's crankiness, that one's allergies, this one's fear of spiders and that one's resistance to dinner are outward manifestations of something wrong in themselves. Equally, they soar with exultation when one child learns to read prematurely and another has perfect pitch.

There is a kind of family joy when one's offspring is talking back to "Sesame Street" and the neighbor's only babbles to his bottle. This has already been experienced with the first, but with the second comes an additional risk of failure and an additional chance to buttress one's self-pride and self-worth. Perhaps the second will be an athlete or a ballet dancer or a tough guy or a poet, fulfilling some parental ambition that the first didn't. Of course, it's equally possible that the second will be thrown out of school for pushing dope, will wash out, be laid-back, drop out or drift away. The game is played for emotionally high stakes because we are not birds that nudge our young out of the nest and then forget. We know we can be held, we hold ourselves, responsible.

Within the larger family, patterns of behavior can have more variety. The several children of the family, whether of the same sex or not, take into their separate psyches the differing, sometimes conflicting character traits and childhood experiences of their parents. This one is always good and conforming, his anger like nuclear waste buried underground. That one is just like her mother, defiant, courting catastrophe at every turn. In the making of their new family both parents bring a mixed bag of memories from their old. Unconsciously and consciously they repeat patterns of the past. The son is better loved or the daughter always sickly. Sometimes parents try to undo what was done to them as children, often creating traumas in the opposite direction:

"I give my youngest a lot of attention because my older sister was preferred."

The children also shape themselves in response to each other. This one gives up violin lessons because her brother is so good at the cello. That one loves to cook because his sister hates it, and each eyes the other with that mixture of rancor and love, opposition and imitation that becomes, like orange juice and Oreo cookies, the daily fare of family life. In cases where the balance of love and hate dips way to the negative side, the terrible Cain and Abel drama is recreated, to be chewed over and over and regretted endlessly in later years.

When the children reach adolescence, the family dream is subjected to its greatest strain. The children are pulling away and the parents are adjusting both to the ending of their nurturing years and the reality of what they and their genes have wrought. Some may see their own faults, their own failures imitated in their children's gestures. They may have hoped for some degree of human happiness in their children that unfortunately has not been achieved. They repeat through their children the anguishes of their own uncertain acne days. Two children increase the risks all around. No matter what feelings of love and compassion bind the family together, they are strained by the new elements of disenchantment. Illusions fade and expectations (Johnny will pass math next year), (Dad will curb his temper), (Mom will understand me), (Sister will be a tennis champion) die. The wonder that was family life can turn to wormwood, to rue, to ulcers, to compromise, to prune instead of plum. With two children, more possibilities exist that the family playroom can turn into a storage space full of albums never looked at because of painful memories.

On the other hand, if there is only one child, the drama is heightened, the pulling away is more difficult and more terrible. In the multichild family, each child will feel less pressure to stay, but the odds are one or the other will keep some emotional closeness. Sister may be a revolutionary after daddy's heart while brother is a Wall Street lawyer whose name is never spoken. Second sister may be kind or vicious, whatever is the opposite of her sibling, and parents can patch up the family dream being bewildered, bemused, ashamed and proud at the same time.

Ridiculous as it is, the idea of family stays with us and lurks even in those who would change its form, or outward shape. It is absurd, this giving of love to beings that can never return it because family relationships become tainted with such complex psychological interactions that love itself becomes a word to hide behind.

To father and mother a family is to expose one's most vulnerable flank to certain attack. The hurt when one's child is hurt is unlike any other torture extant. To find oneself even momentarily hating one's own child is a terror of the highest order. To be the object of the anger of one's child, to experience the occasional coldness of his or her eyes, is to be in a special circle of hell. No one can marshal rational arguments against those young people who steer clear of the family encounter entirely, saving their money for skiing weekends in Vermont and their psyches for work and pleasure that depend only on themselves. For the rest of us, who have cornered ourselves into creating families, which may split and re-form in different ways, who, in this way, have dared fate to humiliate us with pain or defeat—we have to recognize that this two-parent, multichild family image at the core of our lives, while preposterous, is still amazingly dear.

There are grand things to say about the sanctity of birth and the grace of nature. I could go on about the bravery of the human spirit that risks disaster in searching for an ideal of family, of generational responsibility. But the last impenetrable line of defense is in certain images shared in a variety of forms by most of us, images that are a part of the parenting experience whether there is one child or many, but if there are more than one, they occupy more internal space, reflect more external time and account for more of what we might call our individual souls. Images of balls thrown in the park, of wheels turning, bikes, skates, hoops, the thumping of jump ropes, the call at dusk of moving shadows, "allee, allee in free," images of a tone-deaf mother hearing her daughter sing at the school assembly, of a father teaching a child to swim, comforting a child crying over a broken bicycle or a lost friendship, of nights spent worry-

WHY HAVE MORE THAN ONE? (continued)

ing about a child's school failure, about a sore throat that wouldn't go away, images of a man and woman trying to find the money for a scout trip, or medical school, images of hours spent in the pediatrician's waiting room, in the dentist's waiting room, in the shoe store, at the barber's, of games of Monopoly and Walt Disney movies. Image after image floats up of time spent enmeshed in the seemingly trivial work of family life which, if things go well enough, can make us less alone, can hide from us the vastness of the universe and the insignificance of our individual place in it.

The conventional family dream will have to do some changing. Too many of us don't stay married. Too many of our children end up repudiating our life styles and selected goals. Too many children grow up damaged or abused and pass on this damage to the family of their own making. But the care of children, the dream of family life must be repaired. We may be riding in a blimp that leaks and is highly flammable, but at the moment we have no other transportation.

I spoke the other day to a man in his 60's who had eight children, one after another, right after World War II. "I had a need," he explained, "to replace the lives that were lost in the war, to replenish the globe." "Now that your children are grown," I asked, "would you do it all over again? Would you have all eight?" "Of course," he replied. "They've made me the man I am." "What about overpopulation," I asked, "aren't you concerned?" "Oh, you're right," he answered. "If I were young today I would really only have two children. But which two?" He looked bewildered. "I could never choose!"

4

NEW BABIES AND SIBLING RIVALRY

background/preparation

Goals to Work Toward in Presenting This Topic

Most people who have had one child give some thought to what it would be like to have a second. Parents who are considering having another child or those already pregnant want to try hard to fully prepare their child for the arrival of a new baby, and have a lot of concerns about what a new baby will mean to the whole family. Parents who already have two or more children usually wish to keep the sibling rivalry to a minimum and thus are very interested in this area as well. Parents who have made a firm decision to have only one child have less interest in the discussion than the others but are curious enough that the session is still worthwhile.

The goals to work toward on this topic are: (1) to help parents become more aware of what is worrying them while they are pregnant with another child; (2) to teach parents some of the things they can do to help their child anticipate a new baby; (3) to give parents a chance to consider what getting adjusted to the new baby could mean for them and their child; (4) to help parents look ahead to their older child's continuing adjustment as the new baby becomes able to move around and really starts to show his own personality.

Typical Parental Interests and Concerns About This Topic

1. What can I do to prepare my two-year-old for the new baby?
2. Lauren has been getting into a lot of things she shouldn't be lately. I think it's because I've been so tired during this pregnancy. I'm not much fun and don't pay as much attention to her.
3. When the new baby is born, I'm probably going to be in the hospital for three days. My son and I have never been separated and I'm afraid he's going to be very upset. Should I have my husband bring him to the hospital each day so I can wave to him through the window?
4. Since our new baby was born about two weeks ago, my older child has become very clinging and nagging. I feel terrible because I can't give her the kind of attention I used to and I feel she is really being deprived.
5. Elizabeth sometimes seems interested in the baby but she is too rough with him. She doesn't seem to understand about being gentle. I'm not sure how to handle this.
6. Michael didn't seem to show any real adjustment problems when our second child was just born, but since the baby has started to crawl,

walk around holding on to furniture, and reach other people's things, Michael is constantly angry with him. He pushes him over, hits and teases him. Is this normal?

Areas of Information You Will Need to Learn About to Teach This Topic

- Feelings that family members typically have when the mother is pregnant for the second or later time.
- Things that can be done to prepare a young child for a new sibling.
- Useful techniques that can ease separation difficulties during the mother's hospital stay.
- Things that parents can reasonably expect of themselves during the first few months after a second or later baby is born.
- What can be expected from a young child adjusting to a new baby.
- All about sibling rivalry: how it develops, why it exists, and some guidelines for dealing with it.

Family Dynamics—What This Topic Means Psychologically to Parent and Child

Most parents look forward to the birth of their second child but tend to have several reservations. They may wonder about the impact the baby will have on their older child and on their relationship with each other. Parents sometimes wonder if they'll be able to love their new baby as much as they do their first child. They also wonder if they can guide the older child and new baby into a loving relationship with each other. Parents have memories of their own sibling relationships and may want their own children's relationship to be different and/or more successful.

From the child's point of view, it is nearly impossible for him to grasp the idea that he will be having a new baby brother or sister *until* it actually happens. Young children, however, do respond to changes in their mother's behavior during pregnancy, for example, her tendency to become more introspective and her decreased energy level; and they do respond to changes in the household and the availability of the parents after the baby is there. Since children, especially one- and two-year-olds, are very concrete and very "here and now" in their thinking, they may find it difficult to wait for attention and those other things that were more readily available before the new baby arrived. This is part of why parents usually see some negative reactions in their child after the new baby is born. Many children feel for a while that they have only lost by having a new sibling, not gained.

Sample Concern of Parents

Concern	*Critical Issues*
Our older child is two-and-a-half and our new baby is just five weeks old. We spent a lot of time preparing our older child for the new baby, and since the baby was born we have spent a lot of individual time with our older child. We have been very understanding and accepting of her negative and mixed feelings for the baby and us, and relaxed a lot of our demands because we know this is such a hard time for her. We can't understand why she's becoming more ornery and doing things she shouldn't.	—Older child has been prepared for new sibling. —Parents have given much attention and understanding to older child since baby was born. —Parents have asked very little of her. —Child is being more difficult and more negative.

Key Questions

1. What kinds of preparation did you do? What do you think your child was anticipating just before the baby came home?
2. What have you been trying to do with your older child since the baby has been home?
3. What has been the general atmosphere in your home this last month? How hard do you and

your husband have to work to be understanding and available for your older child?

4. What are your feelings about how things are going for you as you try to incorporate your new baby? What are your feelings about your older child at this time?
5. How are things different for your older child than they were before the baby was born? How are the expectations, rules, and limits different from her point of view? Do you think she could be floundering and needing to test limits again because you've cut down your expectations for her and bent over backwards to help her adjust?

Readings and Other Resources

Bank, Stephen P. and Kahn, Michael D., *The Sibling Bond* (New York: Basic Books, 1982).

*Barber, Virginia and Skaggs, Merrill Maguire, *The Mother Person* (New York: Schocken Books, 1977), Chapter 8.

Brazelton, T. Berry, *Doctor and Child* (New York: Delacorte Press/Seymour Lawrence, 1976), Chapter 9.

Colman, Arthur and Colman, Libby, *Pregnancy: The Psychological Experience* (New York: Herder & Herder, 1971).

Hanson, Kathleen L., "When Siblings are Squabbling," *American Baby* (October 1979), p. 56.

*Ilg, Frances L. and Ames, Louise Bates, *Child Behavior From Birth to Ten* (New York: Harper & Row, 1955), Chapter 13.

McDermott, John F., *Raising Cain & Abel Too: The Parents' Book of Sibling Rivalry* (New York: Wyden Books, 1980).

Peairs, Lillian and Peairs, Richard H., *What Every Child Needs* (New York: Harper & Row, 1974), pp. 161-169.

Rakowitz, Elly and Rubin, Gloria, *Living With Your New Baby* (New York: Franklin Watts Inc., 1978), pp. 250-255.

Rath, Paula Gocker, "My Own Experiences—Sibling Rivalry," *American Baby* (April 1977), p. 36.

Spock, Benjamin, "A Parent's Guide to Books That Teach Children About Birth," *Redbook* (August 1974), p. 24.

*Weiss, Joan Solomon, *Your Second Child* (New York: Summit Books, 1981).

teaching/presentation

Homework

No homework has been developed for this topic. Parents readily remember their interests and concerns, and discussion generally begins easily on these areas.

Practical Suggestions or Strategies for Teaching This Topic

The topic of new babies and sibling rivalry seems to fit in well with the other topics that deal with the self, the family, and interpersonal relationships, such as meeting your own needs, family size, and husband-wife relationships. These topics generally work well if they are presented toward the end of the series.

Before discussing this topic, be aware of the family constellation and expectations of the parents in your group, for example, which parents have other children, which are pregnant and how many months, and which are expecting to have only one child. It is also important to be aware of which parents are divorced or unwed. Since having another baby is not an option open to all parents in the class, it is important that you not appear to be advocating another child for everybody. Try to find ways to make all parents in the group comfortable during the discussion.

The entire discussion needs to be handled diplomatically so that group members can learn what to expect but not be urged in any direction. Parents who are trying to decide about a second child will usually listen hard, and pregnant women should not be made to feel anxious or more ambivalent.

Note: This is one of the few topics during whose discussion you may feel that you're teaching to a *too diverse* group (parents with a baby and a pre-school-aged child; parents with a preschooler and a school-aged child; pregnant women; divorced or unwed parents; parents of adopted children; parents who want only one child; and so on).

Mini-lecture and Lead-off Questions for Discussion

This topic can be started with a brief introduction and then followed by the parents bringing up and discussing their interests and concerns. There are only a few main areas to be dealt with—tuning into feelings and concerns during pregnancy, techniques for preparing a young child for a sibling, and considering what adjustment to a new baby will mean to family members. As each comes up, it is useful for you to try to get the group to deal with it deeply and fully.

Today, we'll be talking about preparing for a new baby and adjusting after the baby comes home. This is an area that I know is of importance to many of you. What are some of the issues you'd like to talk about?

As an example, a parent may mention her concern about what she can do to prepare her child for the new baby. You can give some background on what the child (depending on his age) can understand and encourage the other parents to make suggestions. When this area seems thoroughly covered, you can summarize it for the parent who brought it up. Work through each new area in that way.

Note: It is common for parents *not* to bring up their own fears or concerns but to focus on the older child's adjustment. If you gently guide each parent into looking at herself as well as her child, the discussion will be more complete and useful.

Additional Information for Parents

Preparing for a New Baby

When a second or later child is soon expected, most parents tend to be concerned about their older child's adjustment to the new baby and want to help him prepare for the arrival. When the older child is two years old or younger, it is usually quite difficult for him to be very well prepared. However, telling a child about a coming baby and showing how his family will be like some other families with new babies that he knows can be helpful. Very simple books on the subject can also help, as can setting up the nursery ahead of time. Parents should try to answer any of their child's questions as simply as possible. They should also emphasize positive aspects of the sibling's arrival, but not make unrealistic promises about the new baby. An unrealistic promise is, for example, that "You're going to have someone to play with." A two-year-old would tend to expect to be able to play with the baby immediately.

Children also need to know that their mother will be away for a few days when the baby is born (unless, of course, there is a home delivery). Parents should try to encourage in advance a closeness between their child and whoever will be taking care of him during the mother's hospital stay (if the father will not be available full-time).

Mothers and fathers have their own, often unspoken, concerns during a second pregnancy about the changes that may occur in them and their family when the new baby arrives. During this pregnancy, mothers can be preoccupied, tired, and irritable, and their child will certainly be aware of that. Most mothers feel they can't lie down when tired as they did during their first pregnancy, but must keep going.

During the Hospital Stay

Most young children do best if they stay with a familiar, warm, and loving person while their mother is in the hospital. Daily contact with their mother, perhaps on the telephone if hospital visits are not permitted, can be valuable, but some children become upset with short talks or visits because they really want to have all of their mother, not just a quick view or a few words from her. Sometimes a three-day calendar (or whatever length the hospital stay is) or some other concrete way of explaining time is useful. Mostly, however, a familiar place where the older child's questions can be answered and his father can be with him is helpful.

Getting Adjusted to the New Baby at Home

Some of the more surprising things that parents notice in the initial months of a new baby's presence is that their feelings and expectations are often very strong and sometimes quite unexpected. Parents may find themselves resenting the older child, may feel a need to settle into a one-to-one relationship with the new baby, and may see the older child as intrusive.

Parents may also feel guilty—because they are not spending the same amount of time with their older child as they used to, because the baby isn't getting what the first child got, because the husband is involved with the older child out of necessity, because the couple has little time for each other or for all of those reasons. Their guilt over the older child may encourage them to bend over backwards to make things easier on him, but they may end up removing so many of the usual limits that the child becomes unsure of himself and starts testing limits. This can cause the parents to become very angry with the older child.

Instead of feeling guilty or bending over backwards, parents can involve their older child in the care of the baby. Children do need to be taught gentleness with a baby and most children under three need a lot of supervision and reminders about this. Parents can stress the positives of the baby but also the specialness of being the older child who can do things the baby can't. Depending on the nature of the child, special time with him can be helpful; gifts for him when gifts are given to the baby may also be of some use.

Parents should expect some anger and regression from their older child and try to be understanding. They should not allow most limits to be bent, however. Parents should also expect times when they'll be torn in too many directions, but should remember that *if THEY feel what they're doing is expected and all right, their child will not feel short-changed.*

Sibling Rivalry as Both Children Get Older

As both children grow older and adjust to some of the initial changes, it is helpful for parents to remember that:

- Sibling rivalry is inevitable; parents waste a lot of emotional energy trying to *prevent* conflict;
- Parents' guilt over what each child is missing can add to the conflict;
- It's not possible to always treat two or more children equally;
- Children learn a lot about compromises by living with their siblings, and that's a valuable experience;
- Parents often take sibling conflicts more to heart than children do. In fact, parents sometimes see and feel relationships between their children in the same ways they saw and felt them between themselves and their own siblings. This can add a lot of confusion and conflict to their children's relationship, and needs to be sorted out by the parents;
- Parents shouldn't strive for *lots* of individual time with each child. They should also learn to deal with them positively when they're together;
- How the sibling relationship develops depends a lot on the temperaments of the two children involved;
- Parents should try to model good ways for the children to relate to each other based on the children's temperaments. They should eventually aim at not being in the center of the children's *every* dispute, when each is trying to convince the parents that he is right and the other wrong;
- It's natural for children to compete with each other for their parents' favor.

Handouts

No handouts have been developed for this topic. Parents usually are very helpful to each other when discussing these inter-related topics.

5

BABY-SITTERS AND RETURNING TO WORK

background/preparation

Goals to Work Toward in Presenting This Topic

Most new parents don't anticipate that finding and using baby-sitters will be a difficult or emotionally charged issue. When they actually start to need or use a sitter, however, they may wonder why they have so many questions and doubts about leaving their child with one. More questions arise when a parent is faced with the decision of whether or not to return to work, since one of the biggest factors in the decision is who will watch the child. With more and more mothers of young children returning to work and more and more outside pressures for and against working to contend with, it's important that every parent be given the opportunity to consider her own ideas and feelings.

The goals to work toward on this topic are: (1) to help parents learn more about their own needs for time away from their child; (2) to help parents identify their feelings about leaving their child with a sitter; (3) to give parents suggestions for ways to find and evaluate different kinds of sitters; (4) to help parents establish routines to make the use of sitters simpler and more comfortable; (5) to give parents the opportunity to consider all issues involved in the decision to return or not return to work.

Typical Parental Interests and Concerns About This Topic

1. I'm worried that Julie will feel abandoned if I leave her with a sitter.
2. Which kind of sitter is best to use: a younger person, an experienced person; a licensed day care home, a day care center; a person who comes to my home, or someone who sits in her own home?
3. How do I find a good sitter? And after I find someone, how can I tell if she's doing a good job?
4. How much should I pay a sitter?
5. What are the positive and negative effects of leaving my child with a sitter?
6. Marion screams when someone else holds her. This makes me feel guilty. Maybe I'm doing something wrong and maybe I shouldn't leave her at all now.
7. Can my husband and I go away for a weekend soon or should we wait until our baby is a certain age before leaving him overnight?

8. I can't decide whether or not to go back to work.
9. How often and for how long should I leave my child?
10. How can I return to work (or school) and still be a good mother?
11. I'm concerned that if I return to work, someone else will be raising my child instead of me.
12. If quality time is more important than quantity, how can I maximize my time with my child once I go back to work?
13. What are the effects on children when mothers work?

Areas of Information You Will Need to Learn About to Teach This Topic

Parents' needs.
- Necessity for time alone.
- Necessity for time together as a couple, away from the child.
- The need to maintain a sense of individual identity apart from the role of parent.

Parents' feelings.
- Ambivalence of separation.
- Range of feelings that bother parents about leaving their child.

Effect of sitter care on a child.
- Ways sitters can help children and parents.
- Stages of stranger anxiety and how parents can handle them.

Finding and evaluating sitters.
- Sitting options available in your community—co-ops, colleges, day-care centers, and so on—and their costs.
- Places to contact to locate sitters.
- Considerations about which kind of sitter to use.
- How to evaluate a sitter—questions to ask before and after she cares for the child.
- Importance of a child's reaction and parents' feelings about a sitter.

Routines to make the use of sitters simpler and more comfortable.
- Information to leave with sitters.

Issues involved in returning to work.
- Questions parents can ask themselves as they make their decisions.
- How continuous child care differs from more short-term sitting arrangements.
- Ways home life can change when a parent returns to work.

Family Dynamics—What This Topic Means Psychologically to Parent and Child

Parents can feel so personally responsible for the care of their child that they experience guilt at just the thought of using a baby-sitter. They often want to avoid the guilt and attempt to make their child feel "secure" by always being nearby, but they can't give up their individual lives or their life with their spouse just because they've become a parent. Parents can feel a powerful conflict between their desires and responsibilities, and confusion about who they are as individuals.

Uncertainty can also be a strong emotion to deal with. Parents may wonder about what will happen when they're away from their child—will the child give the sitter a difficult time? Is he or she old enough to be involved in this kind of arrangement? Will the sitter give the child the proper care? (If the parent herself doesn't feel competent caring for her baby or young child, she may wonder if anyone else can do it correctly.) Arranging for a sitter for a few hours' time may seem like a major effort, and concerns can multiply when long-term day care is involved.

From the child's point of view, a sitter is someone new who is taking care of him. If the sitter is well-informed and prepared, the child will learn to enjoy her. He will also learn that though his parents go away, they will soon return. Contact with sitters provides children with first-hand knowledge of the different qualities, strengths, and weaknesses different people have.

Sample Concern of Parents

Concern	*Critical Issues*
When we left Ricky with a sitter for the first time last week, he screamed so hard that we're reluctant to leave him again. It was the	—First experience using sitter. —Baby very upset.

Concern	*Critical Issues*
first night out for my husband and me since Ricky was born three months ago.	—Parents have rarely gone out.
Although I wanted to feel like a couple again,	—Desire to be a couple.
I couldn't even enjoy the evening because I missed Ricky and worried about him. When we called home to check on him, the sitter said he was fine.	—Hard to enjoy evening.
But I was still upset.	—How to handle upset feelings.

Key Questions

1. How did your husband feel about leaving and about the evening?
2. How did you feel about the quality of the baby-sitting and about how your baby was when you returned?
3. If you are considering not going out in the future, what would this mean for you and your husband?
4. Do you think your feelings might change with continued experiences of leaving your baby?

For the group

5. How have some of you felt about leaving your baby, especially when he was screaming?
6. Why do we feel guilty when we leave our child?

Readings and Other Resources

*Auerbach, Steveanne and Freedman, Linda, *Choosing Child Care—A Guide for Parents.* To order, send $8 to: Parents and Child Care Resources, 1169 Howard Street, San Francisco, Ca. 94103.

Burck, Frances Wells, *Babysense* (New York: St. Martin's Press, 1979), Chapters 15-17.

Greenleaf, Barbara Kaye with Schaffer, Lewis A., *Help: A Handbook for Working Mothers* (New York: Thomas Y. Crowell, 1978)

Kelly, Marguerite and Parsons, Elia, *The Mothers' Almanac* (Garden City, N.Y.: Doubleday & Company, 1975), pp. 33-39.

Kramer, Sydelle (ed.), *The Balancing Act: A Career and a Baby* (Chicago: Swallow Press, 1976).

*LeShan, Eda, "Learning to Say Good-Bye," *Woman's Day* (May 1976), p. 12.

teaching/presentation

Homework

The homework for this topic helps parents begin to think about their own attitudes and feelings about baby-sitters.

Practical Suggestions or Strategies for Teaching This Topic

- It may be hard for some parents in the group to know where to begin a discussion of baby-sitting. They may need to discuss their own difficult and ambivalent feelings about leaving their child before they can consider ways of finding and using sitters.
- Sharing your own feelings about using a sitter—both pros and cons—and why you think you feel this way will encourage group members to talk about their own feelings.
- After presenting your mini-lecture you may wish to follow the subheadings in "Additional Information for Parents" (p. 367) to guide the discussion.
- When you discuss techniques for finding and using sitters, ask the parents to add any tips they may have, such as questions they ask when interviewing a sitter.

HOMEWORK

BABY-SITTERS

(babies–3 years)

Having someone else care for your child can often bring up unexpected thoughts and feelings. As a prelude to our next discussion, please think about and respond to the following questions.

1. When you think about having a baby-sitter for your baby or young child, what do you feel would be the advantages?

2. What do you think might be difficult about it? What might be some of the disadvantages?

Parent's name ______________________________ Date __________ Child's age _____

PARENTMAKING: A Practical Handbook for Teaching Parent Classes About Babies and Toddlers by B. Annye Rothenberg, Ph.D., Sandra L. Hitchcock, Mary Lou S. Harrison, and Melinda S. Graham. Copyright © 1981 by The Banster Press, P.O. Box 7326, Menlo Park, CA 94025.

- Be careful that a parent who is not ready to leave her child is not made to feel uncomfortable about it. Help her to acknowledge her feelings and encourage her to think about separating in the future.

Mini-lecture and Lead-off Questions for Discussion

Sample mini-lecture

A major concern for many parents is finding time for themselves. It's helpful to be able to count on some time alone, since this can help us become better parents and better individuals, but arranging time away through the use of baby-sitters is not always easy. Many of us wonder how to find good sitters. How should we choose them and decide if they're good? Are there routines that make the whole process of using sitters easier? What will be the effects on our child? How will we handle our own feelings about leaving our child with a sitter? How will child care influence our decision about whether or not to return to work? Let's first consider our own needs and feelings regarding these issues, then move on to the mechanics of finding and using sitters, and finally to the decision about returning to work.

You may now wish to give a personal example of a concern you had about using a sitter, for instance:

Before our daughter was born, I didn't think twice about baby-sitters as an issue. However, when the time came to call one, I was surprised to find that it seemed like a huge hurdle, something that was easier to avoid than attempt. I wasn't prepared for my sweaty palms and the knot in the pit of my stomach when I left my daughter for the first time. Have any of you experienced feelings of anxiety at the thought of leaving your baby or young child? Why do we often have such problems when we use sitters?

Lead-offs

- What are some feelings you have had about leaving your child with a sitter?
- What are some advantages of having time to yourself or with your husband?
- What are some of the benefits you think your child would receive from getting to know a sitter?

Additional Information for Parents

Parents' Need for Time Away from Their Child

- Parents are individuals as well as parents and have strong needs of their own. If these aren't recognized, repression can distort them so that they affect the child in a negative way.
- Parents can't affirm their child's life if there is no corresponding confirmation of their own needs. It may be hard to meet personal needs in the early months when babies make so many demands, but parents need to remember that they can meet more of their own needs as their child gets older.
- If parents can respect their own needs over the long run, it will help their child learn to respect the needs of others.
- Parents can feel more giving and loving after they've had time away or time for themselves.
- No parent can feel good about herself if she is "on call" 24 hours a day. But how much time away each parent needs will differ with each individual.
- Although it often seems like too much trouble to make child-care arrangements, the goals of time away are important ones—for the parent to have time for thinking and doing things just for herself, for the child to learn to trust others, and for the husband and wife to maintain their relationship as a couple.

Parents' Feelings About Leaving Their Child

- For many, being a parent is a continuous struggle to balance ambivalent feelings. Parents want love and closeness with their child but also personal freedom and individuality. At one moment they can love their marvelous baby and the next moment feel angry and trapped. They want time to themselves but also want time to be with their child and their spouse. Parents know it's not easy to find a balance among several roles and desires, but they need to know that their feelings are very normal.

- Some parents have the unpleasant feeling that they're involving their baby in a business arrangement when they employ a sitter. They need to remind themselves of the benefits their child will receive from getting to know a sitter.
- New parents often feel uncertain and a little incompetent. They're not sure what to tell a sitter about what their child will do or need, and are unable to give instructions. They think that if they're not sure what to say, the sitter won't be able to handle the situation.
- Being very nervous about leaving a child is a common feeling.

The Effects of Baby-sitter Care on a Child

- Rather than believe she's avoiding a responsibility to her child when she leaves him, a parent can learn to be aware of the benefits her child will gain from a sitter. A child will gain some independence and learn trust for others; to respect the needs of others by seeing her parent respect her own needs; become acquainted with different personalities; and learn about the many different qualities people have. In addition, comments from a sitter can help a parent view her child from a new perspective and give her new insights on how to handle problems.
- Even newborns react to their parents' feelings. The screaming that can occur when parents leave their child often indicates the child's awareness of the parents' fear and anxiety. Babies establish their attitudes about new people and separations based on their parents' responses to those situation. Parents need to watch what kinds of messages they're sending as they leave their child.
- Sitters are new and different people to children, and babies and young children usually do fine with them. While parents may be tired and uncertain, a sitter is rested and enthusiastic. Most children react favorably to the enthusiasm and attention given them by a new person.
- In the United States, mothers tend to be the primary day-time contact of children, and children therefore are greatly influenced by their mother's personality. Sitters provide a healthy alternative to this exclusive contact with the mother.

Ideas for Finding and Evaluating Different Kinds of Sitters

To find sitters, contact:

- Sitting agencies—Check the phone book for listings.
- Friends with sitters—Often friends will share sitters they use or ask their sitters if they have friends who also want to baby-sit.
- High school and junior high school guidance departments—Most schools keep lists of students who want to baby-sit.
- County social services department—Many counties license day-care homes where one mother cares for several children in her home. County offices can provide parents with phone numbers.
- Girl Scout troops—Check with local leaders for Scouts who wish to sit.
- Churches—Often churches will post requests for child care on their bulletin boards.
- Colleges—Check with the part-time student employment office.
- Friends—Friends with children may wish to exchange sitting.
- Day-care centers—Check the phone book for listings.
- Baby-sitting co-ops—Check with friends for names and information.
- Other parents you met in neighborhood parks—Arrangements to switch children can come from these contacts.
- The local paper—Parents can place an ad for a sitter or find one a local sitter has placed.

When evaluating a sitter, parents should consider:

- Age—Is an older, experienced person wanted, or is a local teen-ager who can be trained more appropriate?
- Experience with other children of the same age—Though it can have some bearing, this qualification may not be extremely important to every parent. (Dr. Spock says it's a mistake to make experience a first priority. He would look for the right personality and then carefulness before experience.)
- Personality—Is the person affectionate, understanding, sensible, self-confident? How does the baby react to this person? How do you feel about her?
- Chemistry—Are the feelings between parent and sitter and sitter and child comfortable? It

may take several sitting experiences to get a good idea.

- Transportation—Does the sitter have a car, or will the parent have to drive?
- References—Parents should ask the sitter for references and then check them.
- Having the sitter over once before leaving her with the child—Parents can meet, interview, and have the sitter play with the child before having her babysit on her own.
- How things went while the sitter took care of the child—Does the sitter talk about the time she spent with the child when the parents return? Can she tell in detail what she did or can she respond with accuracy to questions? What impression does she give about how much she knows about child care? Where are the diapers and dirty clothes? How does the house look? Parents should think about their own feelings about the experience—do they feel good about leaving their baby with this sitter?
- Availability—Will the sitter be free at appropriate, necessary times?
- Cost—Does the sitter charge a reasonable fee?

Routines to Make the Use of Sitters Simpler and More Comfortable

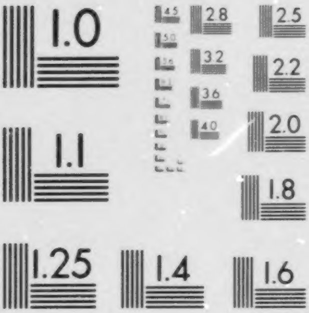
- Parents can ask the sitter to come a half-hour early to leave time to explain instructions and to give the child time to get adjusted to a different person.
- Parents should leave written instructions for the sitter so she knows the child's usual routine and what methods usually work to comfort and care for the child. (See "Information to Be Left With Baby-sitters" on p. 372 for pertinent information.)
- Parents can check to see if a close friend or a neighbor will be home while they're out. Sitters can be told to contact this person if they need help.
- A regular weekly time to have a sitter can be established. This sets up a pattern for the child and allows the parent to be able to count on time out. It can also avoid last-minute problems of finding a sitter.
- Parents should think of ways to make their sitters comfortable: leave food they will enjoy, explain how to use the record player, and so on. If a sitter enjoys the experience, she'll most likely agree to come again if asked.
- Using one or two regular sitters will keep the baby or young child from having to get used to many strangers.

Issues Involved in the Decision to Return or Not Return to Work

Points to consider:

- If a parent doesn't have to work for financial reasons, her decision will be purely personal and based on how satisfied she is staying at home. A parent with home-oriented skills or creative interests and with friends who have remained home with babies may be oriented toward staying in the home. A parent without these skills or others that can be put to use with a young child around may be oriented toward returning to work.
- If a parent doesn't enjoy staying home, she may first wish to try to develop domestic skills so that she will enjoy being home. Some parents will find they change and become more satisfied at home once they view their problem with flexibility and become aware of what makes them happy. Parents should try to avoid "either-or" thinking and not make a decision too quickly. As awareness develops, parents can ask themselves:
    - What is it I'm missing in my life?
    - What skills am I not using that I know can bring me satisfaction?
    - How can these skills be expanded little by little?
    - What do I like to do?
    - How can I arrange to do some of the things I like?
    - How can I share ideas with other parents? How can I get involved and avoid feelings of isolation?
- Parents' attitudes toward returning to work are largely formed by the experiences of their own upbringing and the expectations they have of their role as parent.
- No matter what decision is made, difficult feelings are likely to be experienced. If a woman goes back to work she may have feelings of guilt toward her family, and business and home pressures to contend with; if she stays home she may be bored, depressed, feel worthless or guilty about spending money when she doesn't earn any.
- Individual differences among parents are as important as individual differences among children, and no one should be made to feel bad for the choice she makes. However, every parent

PG


1.0
4.5
5.0
5.6
6.3
7.1
8.0
2.8
3.2
3.6
4.0
2.5
2.2
2.0
1.1
1.8
1.25
1.4
1.6

MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS
STANDARD REFERENCE MATERIAL 1010a
(ANSI and ISO TEST CHART No. 2)

needs to think through the decision very carefully so she can deal with the opinions and feelings of others that will bombard her later. Each parent should make her own decisions.

- Whether working or not, all parents need a special time for themselves—enough to satisfy them without putting too much pressure on the rest of their life.
- Attitude is crucial to each parent's decision. If a woman is bored at home, she may be bored at work, too. Work may not be a "way out," and going to work may be as unsatisfying as staying home. A woman has to deal with herself first—find out what feels right to her—before rushing into a decision.
- Parents need to be reminded that decisions don't have to be permanent—parents can always change their minds.

Feelings Working Women May Have to Deal With

- Working women often get the feeling that their child comes last when he should come first—especially at times when he seems to need his mother emotionally or during sickness. A working mother may feel that she's leaving her child with someone else because she doesn't like him, or may fear that the child will think she doesn't like him.
- Working mothers may feel negative vibrations from their child's teachers or sitters and from friends who care for the child. These people may feel mothers should remain at home or be jealous of the working woman's career. Feelings of others can make a parent feel guilty, selfish, or that she doesn't really love her child.
- Women who work outside the home generally are responsible for the housework as well. Equal sharing of housework between husband and wife is the exception. Statistics all over the world show that working women with children still do most of the housework. A husband may be pleased if his wife works outside the home, but he may refuse to do the traditional household chores himself. A husband's attitude toward housework can have bearing on the woman's decision.
- Working women may feel guilty that they aren't around their child all day. They may not even feel like a mother when their child slips and calls the sitter "Mother." Mothers may feel they have to spend as much time as possible with their child, but they can't give all their free time to him. Other things need to be done and when they are, the child can begin to demand more attention.
- A working woman may feel that every moment has to be spent in a worthwhile way. A tight schedule, however, will leave less time to spend with her child and less for social life.

Feelings Women Who Remain at Home May Have to Deal With

- Women with few outside interests or who are unable to take time for themselves may feel depressed or bored with their lives. They will need to take responsibility for meeting their own needs to avoid depending on other people for their happiness.
- Women who remain at home may be exposed to negative feelings from friends or society in general. Other people can be jealous of the non-working parent's status or upset at the fact that the parent is not actively pursuing a career. Feelings like these can make parents feel guilty or worthless.
- Personal feelings of the woman at home can also make her feel guilty. She may be upset by evidence of frustration, boredom, or a desire for time away or alone.

Handouts

There is one handout for this topic. The first section, "Baby-Sitters," provides guidelines for parents, for sitters, and for young sitters' parents; it is reprinted from "Health Tips," a publication of the California Medical Education and Research Foundation. The second section, "Information to Be Left," lists a number of points a sitter needs to know about a child. The list is quite comprehensive but is meant to be a guideline, a way to help parents think of what to tell their sitter (often this is hard, or hard to put into words).

HANDOUT

BABY-SITTERS*

(babies–3 years)

To an increasing extent, the responsibility of childcare is being shared with baby-sitters—many of them teenagers. Most young baby-sitters can cope splendidly with the requirements of the job and find that they learn much in assuming the responsibilities of being in charge of a small child.

In the interests of the child's safety and well-being, everyone involved—the child's parents, the sitter and the sitter's parents—should keep the following pointers in mind.

For the child's parents

- Know your sitter. Be sure that the sitter knows where you will be, how you can be reached and what time you are expected home. If you are delayed, phone.
- Tell your children in advance that you are going to be gone and that a sitter (identify by name) will be in charge.
- When the sitter arrives, take time, particularly if he/she is new to your home, to show the sitter around, introduce him/her to the children and give any special instructions.
- Put in writing any instructions about medications a child may require during your absence.
- If the children are to be fed in your absence, it is preferable that you prepare the food. If the sitter is to prepare the food, tell him/her exactly what to serve the children. It is much safer to ask the sitter to heat a casserole you have prepared than to ask him/her to prepare anything which must be fried or boiled; there is always the danger of grease fires getting out of control or of scaldings from steam or boiling water.
- Warn the sitter of any hazardous conditions in the house—broken steps, slippery surfaces, equipment in need of repair, etc.—so that the children will be kept away from them. Show the sitter how to turn on and off all appliances he/she may need.
- Give your sitter information about whom to call in case of emergency. This means not only the phone number at which you can be reached, but also the numbers of the child's doctor, the police and fire departments, a nearby relative or friendly adult neighbor, and the number at which a working parent can be reached.
- If the sitter is working at night, one of the parents should escort him/her home. If you are driving the sitter home, do not drive off until he/she is safely through the home door.

For the sitter

- Arrive on time, in a cheerful mood, looking clean and neat.
- Do not take a baby-sitting job while you have a cold or any other contagious disease.
- Listen carefully to all instructions about when and what to feed the children, if and when to bathe them and when to put them to bed. Make notes you can refer to later.
- Do not bring food from your own home for the children. Feed them only what you are told to . If you bring toys for them to play with or books to read to them, ask their parents' approval.
- Keep matches, knives, scissors, open safety pins, broken glass and all other hazardous articles away from the children.
- If you give a baby a bath, be sure the water is not too hot. Test it with the underside of your forearm. Under no circumstances leave the baby in the tub or on the bath table while you answer the phone or doorbell. Either wrap the child and take him with you or let the ringing continue until the child has been put in a safe place.
- At the end of the evening's play—just before bedtime—pick up all the toys or, if the children are old enough, get them to pick them up. This will not only restore the house to order for the

---

*Taken from *Health Tips, Index 386.* Reprinted with permission from the California Medical Association.

returning parents but it will also prevent them, you and the children from tripping over toys and injuring yourselves.

- When you put a small child to bed, be sure that the sides of the crib are securely fastened. Do not leave in the crib any toys which have small parts which can be pulled off and swallowed or inhaled.
- When the children are asleep, listen alertly for any sounds from them. This means that the TV or radio should not be loud, you should not be so involved in a phone conversation that you are not listening for the children, and you should not be entertaining friends who might take your mind off your responsibilities. In addition to listening for sounds from the children's bedrooms, check them personally from time to time.
- Have a flashlight on hand in case the lights go out.
- When the parents return, report fully everything that happened during their absence—any injury, no matter how minor; any symptoms a child has complained of; any abnormal behavior; any mechanical failure.

For the sitter's parents

- Know the family for whom your son or daughter is sitting. Be sure you have the phone number and address. If it can be arranged, talk with the parents before you send your youngster into their home.
- Help your youngster learn all he/she can about childcare, first aid and good safety practices. It will not only help him/her to be a good baby-sitter but will contribute to being responsible and ultimately a good parent.
- Do not let your youngster work too much or too late. Do not let baby-sitting interfere with study time or time for recreation. Do not let him/her accept jobs which mean late hours and deprivation of needed rest.
- Be sure that both you and the employer agree as to whether or not the sitter is permitted to entertain friends while working.
- Insist that an adult escort your youngster home after working at night.

Information to Be Left*

Because there is so much information a sitter needs to absorb and remember, we feel the following should be left in writing or on a tape for the sitter to refer to. Some of the information will need to be updated periodically.

Diapering

1. Location of clean diapers; what to do with soiled ones
2. How often to change baby
3. Use of oil, powder, lotion, etc., and general diapering procedure (a demonstration would be most helpful)
4. How many diapers should be used (whether baby wears double diapers) and whether rubber pants are used
5. Any special instructions, for example, if the baby has a diaper rash

Feeding

1. How often baby is usually hungry
2. How much he usually eats
3. How often to burp
4. Type of milk used (formula, whole or low-fat milk); how to prepare it; use of sterilized bottles; whether to warm milk or not
5. Whether baby can hold bottle on his own
6. How much spitting up is typical

Sleeping

1. Which end of the crib the baby faces and whether she sleeps on her back or stomach

---

*The first three areas pertain mostly to sitters of young babies; the rest pertains to sitters of babies and young children.

PARENTMAKING: A Practical Handbook for Teaching Parent Classes About Babies and Toddlers by B. Annye Rothenberg, Ph.D., Sandra L. Hitchcock, Mary Lou S. Harrison, and Melinda S. Graham. Copyright © 1981 by The Banster Press, P.O. Box 7326, Menlo Park, CA 94025.

BABY-SITTERS (continued)

2. Whether blankets are used
3. Whether bedroom door is left open or shut, curtains pulled, light on or off
4. How baby usually goes to sleep (rocked, with pacifier, fed first, cries self to sleep, etc.)
5. When bedtime is
6. Whether baby is a light sleeper or not (should sitter go in and check on baby or would this wake her?)
7. How long baby usually sleeps and what should be done if she wakes up soon after put down
8. How to soothe the baby if she cries

Phone numbers

They should be taped on the wall by phone or be in an easy-to-find-and-read location that you've *shown* the sitter.

1. Police department
2. Fire department
3. Pediatrician
4. Nearby neighbor
5. Spouse's work number
6. Number where you can be reached
7. Home address (in an emergency, a sitter might forget the street address)
8. Cross street
9. Poison control center

Helpful Facts

The sitter will find it helpful if you tell her the following facts:

1. The toys and games your child likes
2. If he can go outside; what to wear; how far to go
3. What *she* can eat (and how to turn on the oven or stove, if appropriate)
4. When you expect to return
5. How to turn on the TV and stereo
6. Where changes of clothing and bedding for the baby are
7. The location of a spare key in case the sitter locks herself out.

PARENTMAKING: A Practical Handbook for Teaching Parent Classes About Babies and Toddlers by B. Annye Rothenberg, Ph.D., Sandra L. Hitchcock, Mary Lou S. Harrison, and Melinda S. Graham. Copyright © 1981 by The Banster Press, P.O. Box 7326, Menlo Park, CA 94025.

6

MEETING YOUR OWN NEEDS

background/preparation

Goals to Work Toward in Presenting This Topic

Often parents are so busy taking care of their child's needs that they forget to take care of themselves. They also forget how important taking care of themselves is, both to them, their spouse, and to their child, in the present as well as the future. The topic of meeting personal needs is an important one since it helps parents begin to think about finding a better balance in their family life.[1]

To help parents become better able to meet their own needs, the goals to work toward on this topic are: (1) to help parents define their needs; (2) to help them become aware of how satisfied they are or how balanced they feel in terms of their own needs versus the needs of their family; (3) to help group members to see to what extent they need to reorganize their priorities so that their needs can be satisfied.

Typical Parental Interests and Concerns About This Topic

1. I hardly use a baby-sitter. I feel rather oppressed by Jill. I feel we would get along better if we spent less time together.
2. My son demands so much attention!
3. I need to know how to get through the rough times—how to have time for everyone.
4. My daughter is up until 9:30 every night. My husband says she should be in bed by 8:00 p.m. She cries if I put her to bed sooner. I need time in the evening, but it makes me nervous to hear her cry.
5. Always being with my daughter drives me up the wall.
6. I don't even know who I am or what *I* like any more. If I unexpectedly have a few free hours, I don't even know what to do for myself.
7. I seem to get irritable a lot with Becky when I'm with her all day but it doesn't seem right to hire a baby-sitter just to get away.

Areas of Information You Will Need to Learn About to Teach This Topic

- How to help parents be able to talk about more than their superficial needs.
- Your own needs. Try to define them and see how difficult this is to do.
- Ways you are finding to meet some of your own needs.
- How the ways you and others have found to meet your own needs compare.
- The needs that child-rearing books state are typical of new parents.

---

[1] For information on this topic relating to the first months after a baby is born, see "Adjusting to Parenting" on pp. 87-100.

- Specific actions or things parents can do to help them feel more satisfied with their lives and relationships.

Family Dynamics—What This Topic Means Psychologically to Parent and Child

Parents seldom say that they are not meeting their own needs, but often this can be the case. And when parents are not meeting many of their own needs, they can feel fatigue, resentment, anger, guilt, tension, and lack of confidence. When these feelings occur, the time parents spend with their child usually becomes a ritual rather than an exciting experience.

When a child has a parent who gives and gives, he simply demands that she give more, and offers no positive feedback for her efforts. When a child has a parent who feels guilty when she tries to get time for herself at home, he can sense her concern and will demand more of her time. A child senses his parents' confused feelings and becomes less sure of himself and thus wants to be closer to his parents and becomes more interruptive.

Sample Concern of Parents

Concern	*Critical Issues*
I am mainly concerned about two things: safety and guilt.	—Parent's feelings.
Why am I not enjoying motherhood as much as I thought I would?	—Parent's expectation about parenthood.
How much do I have to change my life style to accommodate my daughter?	—How her life changed when she became a parent.
Why don't I enjoy playing with her more? Why do I blame myself if she gets hurt? I often feel lonely and trapped. Is this normal?	—Parent's need for time for herself.
She's darling, normal, smart, etc.,	—Parent's positive feelings for her child.
but I'm tired and need a new hobby! I love her, but when will my house be clean again?	—Establishing realistic expectations as a parent.

Key Questions

1. What do you think are the reasons behind your disenchantment with the role of mother?
2. What did you expect motherhood to be like?
3. What things in your life or self have you changed to be a mother? Which of those do you like? Which do you dislike?
4. What things are you doing just for yourself?
5. What do you feel are some things you need to do for yourself?
6. What kinds of things did you do for yourself before you had a child?
7. What do you feel you can do to change your way of living so that you are able to meet more of your own needs?

Readings and Other Resources

Burck, Frances Wells, *Babysense* (New York: St. Martin's Press, 1979), Chapters 13-14.

*"Depression," *Good Housekeeping* (March 1977), p. 31.

Group for the Advancement of Psychiatry, *The Joys and Sorrows of Parenthood* (New York: Charles Scribner's Sons, 1973), pp. 15-46.

Kelton, Nancy, "A New Mother's Confession of Ambivalence," *San Francisco Chronicle*, 25 May 1978, p. 23. First appeared under the title, "Am I Glad I Decided to Become a Mother?" (This article is reprinted in "Adjusting to Parenting," pp. 94-95.)

Lindbergh, Ann Morrow, *A Gift from the Sea* (New York: Random House, 1978).

*Massie, Suzanne, "Getting to Know You," *Family Circle*, December 13, 1977, p. 159 (this article is reprinted in its entirety in "Handouts," pp. 384-386).

*McBride, Angela, *The Growth and Development of Mothers* (New York: Harper & Row, 1973).

*Radl, Shirley L., *New Mother's Survival Guide* (New York: American Baby Books, 1979).

*Sarda, Reese, "Reflections of a Father Who Became a Mother," *Redbook* (November 1975), p. 38 (this article is reprinted in its entirety in "Adjusting to Parenting," pp. 96-100).

*Skaggs, Merrill and Barber, Virginia, *The Mother Person* (New York: Schocken Books, 1975).

teaching/presentation

Homework

There are two homework assignments for this topic. One, "Feelings and Needs of Parents," has as its goal helping parents pinpoint their needs and find ways to meet some of them. The other, "Feelings and Needs of Mothers," can be used in a class for women only.

Practical Suggestions or Strategies for Teaching This Topic

The topic "Meeting Your Own Needs" should be scheduled for a time between the middle and the end of the series. The group should be supportive and understanding of one another before this topic is presented.

A powerful and meaningful introduction to this topic will be necessary to help the group members give more than surface thought to it. Sharing some of your personal feelings and experiences will be particularly helpful.

To make the discussion of this topic effective and worthwhile, you need to be aware of your own needs and feelings and read a variety of resource materials that deal with the needs and feelings of parents. Such preparation will give you a more genuine feeling for the topic.

Be certain your group environment is safe, warm, and supportive as each parent talks about herself.

Mini-lecture and Lead-off Questions for Discussion[2]

Sample mini-lecture

Material written by new parents about meeting their own needs provides the best introduction to this topic. The article reprinted on p. 384 is a good example. Look through magazines and other resources you can read to the group or distribute and use as a focus for the discussion.

Lead-offs

- After reading an article that talks about needs and feelings, ask the group how they feel about what was said.
- Restate a paragraph or thought from an article you have read to the group and show how it has helped you in some way. Then ask the parents if any of them has felt or acted in a similar way.
- Use the homework (see pp. 377-382) as a framework for your discussions. Have the parents talk about what they stated were experiences that made them feel good or bad during the last few days and things they feel they can change to bring about more good experiences. Then help them to dig deeper by asking them why they think certain things make them feel better. Does something happen to their body? To their emotions?
- Let the parents talk about the things that concern them. Guide their discussion, but give them the freedom to help each other. If you are willing to share your own feelings and experiences you will find that the group is more open.
- When summarizing the discussion, offer some suggestions of things parents can do to help themselves feel better.

Additional Information for Parents

- Everyone has some specific needs that must be met to enable him or her to function well. Meeting these needs should be given the highest priority possible.
- The needs of children must be met, but to help them in a willing and constructive way parents must also help themselves.
- Many parents often expect too much of themselves as parents.

---

[2] Further information for conducting the discussion can be found in "Additional Information for Parents."

HOMEWORK

FEELINGS AND NEEDS OF PARENTS

(1–3 years)

For next week's class, we will focus on feelings and needs of both you and your spouse—especially those you experience being the parent of a young child. This homework observation will be the guide for our discussion, so we would like you to take time this week to think about your answers.

1. What experiences or incidents were you involved in during the past few days that made you feel GOOD? Consider the smallest moment of satisfaction as well as the greatest, for example, a phone call from a special friend, rocking your child, sitting down at the dinner table with no interruptions from the rest of the family, seeing sunshine in the morning, playing tennis, getting your guitar out again.

2. Mention any other kinds of experiences that made you feel GOOD—the "highs" of your days.

3. What experiences or incidents were you involved in during the past few days that made you feel BAD? For example, your child hanging on your leg, cleaning spilled food off the floor, your inability to get your hair washed and to take a shower, someone's negative comment about your child, your spouse's departure for the day or for a business trip.

PARENTMAKING: A Practical Handbook for Teaching Parent Classes About Babies and Toddlers by B. Annye Rothenberg, Ph.D., Sandra L. Hitchcock, Mary Lou S. Harrison, and Melinda S. Graham. Copyright © 1981 by The Banster Press, P.O. Box 7326, Menlo Park, CA 94025.

FEELINGS AND NEEDS OF PARENTS (continued)

4. Mention any other circumstances that occurred that made you feel bad—the real "lows" of your days.

5. Looking at what makes you feel good and what makes you feel bad, what do you think you would have to change in your life to get more "feeling good" times?

6. Which of these changes would be comfortable for you to make? Why? Which of these changes would not be comfortable for you to make? Why?

PARENTMAKING: A Practical Handbook for Teaching Parent Classes About Babies and Toddlers by B. Annye Rothenberg, Ph.D., Sandra L. Hitchcock, Mary Lou S. Harrison, and Melinda S. Graham. Copyright © 1981 by The Banster Press, P.O. Box 7326, Menlo Park, CA 94025.

FEELINGS AND NEEDS OF PARENTS (continued)

7. What are some of your spouse's needs that he is finding hard to meet now that he is the father of a young child?

8. What would make his life as a father and husband more comfortable for him? What would make him "feel good"?

9. In what ways are you and your spouse working on the development of your marriage and your changing relationship as a couple?

Parent's name ______________________ Date ________ Child's age _____

PARENTMAKING: A Practical Handbook for Teaching Parent Classes About Babies and Toddlers by B. Annye Rothenberg, Ph.D., Sandra L. Hitchcock, Mary Lou S. Harrison, and Melinda S. Graham. Copyright © 1981 by The Banster Press, P.O. Box 7326, Menlo Park, CA 94025.

HOMEWORK

FEELINGS AND NEEDS OF MOTHERS

(1-3 years)

For next week's class, we will focus on you and your role as a mother and wife.

1. Your role as a mother
   - List three or more expectations you had for yourself as a mother before you had a child.
   - Have you met all these expectations? Why or why not?
   - What gives you pleasure in mothering? What gives you displeasure? Knowing these things, can you make any changes?

PARENTMAKING: A Practical Handbook for Teaching Parent Classes About Babies and Toddlers by B. Annye Rothenberg, Ph.D., Sandra L. Hitchcock, Mary Lou S. Harrison, and Melinda S. Graham. Copyright © 1981 by The Banster Press, P.O. Box 7326, Menlo Park, CA 94025.

FEELINGS AND NEEDS OF MOTHERS (continued)

2. Your role as a wife
    - List three or more ways your relationship has changed with your husband since you had a child.

    - Are you comfortable with these changes? Why or why not?

PARENTMAKING: A Practical Handbook for Teaching Parent Classes About Babies and Toddlers by B. Annye Rothenberg, Ph.D., Sandra L. Hitchcock, Mary Lou S. Harrison, and Melinda S. Graham. Copyright © 1981 by The Banster Press, P.O. Box 7326, Menlo Park, CA 94025.

FEELINGS AND NEEDS OF MOTHERS (continued)

3. Yourself
   - What do you need to do for yourself daily, weekly, and monthly to feel good?

   - Have you given up any activities since you had a child? Why? Would you like to incorporate any of these back into your life?

Parent's name ________________________________ Date ________ Child's age _____

PARENTMAKING: A Practical Handbook for Teaching Parent Classes About Babies and Toddlers by B. Annye Rothenberg, Ph.D., Sandra L. Hitchcock, Mary Lou S. Harrison, and Melinda S. Graham. Copyright © 1981 by The Banster Press, P.O. Box 7326, Menlo Park, CA 94025.

- Parents are models for their children. If parents meet their own needs, their children will most likely follow their example.
- Parents need time alone—time to renew their spirits and to be with themselves. The time that is necessary will depend on each parent and each child.
- There are some basic needs that all adults should meet regularly:
  - — To follow a healthy diet.
  - — To obtain adequate rest. If a parent is getting up at night with her child, she should nap when he does during the day.
  - — To exercise. Walk, dance, jump rope, ride a bicycle, jog, play tennis—these are all good tension releases.
  - — To spend time alone each day, even if it is only a few minutes.
  - — To do something each day that they enjoy.
  - — To have contact with other adults.
  - — To have a new learning experience or some form of intellectual stimulation.
  - — To have diversion, doing something away from home that is not related to child care.

Handouts

No handouts have been developed for this topic; however, articles written by parents that share their feelings would be useful to distribute. The following article, "Getting to Know You," by Suzanne Massie, contains valuable information. You may also wish to refer to other articles listed in "Readings and Other Resources" (p. 375).

HANDOUT

GETTING TO KNOW YOU*

by Suzanne Massie

When life is busiest, you must remember to take some time from being wife and mother—to concentrate on your own individuality.

Every living thing needs space to breathe and grow. Plants need air and a clearing around them so that rain and sun can encourage the roots to spread. A tree growing straight and tall needs to be free of clinging vines or else it suffocates and dies. In the same way, we humans need to preserve within ourselves a clearing, an inner space we keep exclusively for ourselves, a space for breathing and growing that is nourished and fed in our own individual way.

Most often, it's women who neglect this need. I thought about this the other day while trying to get back to writing. For several weeks the days had been crowded with children at home for vacation: running to the supermarket, the shoemaker's, the cleaner's; doing mountains of laundry—all the ordinary busywork of the household.

Finally, things were quiet. But I kept wandering around the house, plumping up the pillows, trying to find excuses not to face myself with the loneliness of the clean, white page. Oh, there was a lot to do around the house—there always is—and it was easy to tell myself I wasn't getting to my typewriter because of the limp pillows and the dirty floor. But what had really happened was that during those weeks I had gotten out of the habit of spending any time with myself. I was out of practice. The spirit was flabby. Once again the old fear was upon me—if I stopped all the busywork and faced my soul squarely there might be less there than I expected.

What's more, I was feeling guilty. Should I take all that time for myself? Wasn't I being selfish, when there were others who needed my time? If I don't clean the closets, who will? Isn't that more important than my scribbling? Those other things "had" to be done, and concentrating on myself seemed less important and necessary. By now I have learned to cope with my guilt, but how strange, I thought, that it still lingers so close to the surface and has to be fought, over and over.

This time I decided to see if other women felt the same way. I was astonished at the instant response, the relief they seemed to feel that someone had asked them. Each believed that, somehow, time didn't really belong to her. It belonged to others—to children, bosses, husbands, lovers—but not to her, and there was something a little selfish, akin to vanity, to claim it for herself. One said, "We're taught not to sit and look into mirrors and commune with our thoughts. We must be constructive. If anyone wants you, you must be there. You must give others what they need. If you don't, it's as if you're valuing yourself more than you should." And all of them, young and not-so-young, said, "I don't know why, but if I think of myself, I feel guilty."

Why do we have so little sense that time belongs to us? Is it because, from our earliest days, subtly and not so subtly, we are trained to believe that our mission in life is to think of others, to serve others? Men, who are encouraged, as a matter of course, to develop their own personalities, never question their right to call time their own. Women, however, approach this "masculine" concept tentatively, almost ashamed to admit that it's a need. We worry about our faces, our hair, our complexions. We worry more about losing our outer appearance than we do about losing ourselves, forgetting that the spirit, too, can lose fiber and tone unless we accord it at least the same careful concern that we usually reserve for our thighs and waistlines. Why is worrying about appearance and "staying attractive" approved and even pressed on us by society, but the need for attention to our emotional well-being is not?

I think what surprised me most was that after consciousness-raising and all the strides of

---

*Reprinted from December 13, 1977, issue of *Family Circle Magazine*, © 1977, The Family Circle, Inc.

women's liberation, even young girls feel this way. They still seem to accept the old idea that "behind every great man there is a woman." I have yet to meet a man of any age who thinks one of his primary missions in life is to see that the woman in his life achieves *her* maximal potential as an individual. A woman is still, unconsciously, perhaps, expected to look after others first and then, only if there's any time left over, "be herself."

The trouble is that during the years of child-raising there is so little time left over. Life is full of diapers and sniffles, dishes and Christmas presents, trips to the store, washing machines spilling over . . . and exhaustion. I remember that sick-to-the-stomach feeling of bone-tiredness at night. Too tired to read, too tired to do anything except collapse in a chair and watch television.

Retaining the Individual

How to retain the individual among all the demanding pressures that disperse and distract? Men come home after work and feel free then to take time for themselves, but work and free time are not so clearly defined for women. There is so much to do for others that taking time for ourselves comes low on the list of priorities. All creative effort demands isolation—even loneliness—and most of all, the discipline of regular attention. Developing the inner self is a creative effort. We put it off until that "someday" when life will be quieter. Yet it is precisely then, when life is so busy and fragmented, when the demands on us from others are greatest, that it is vital to remember that this one need is unfulfilled, and to begin to systematically budget time for *you*—and only you.

Otherwise we start to become dependent on others for life. Our inner self is eroded, and we begin to lose the sense of where we begin and others leave off, of who *we* really are. Then, when suddenly left on our own, we feel weak and helpless. It happens more quickly than we realize. I remember when, after a few years as the mother of young children and the wife of a busy journalist, I went away for my first trip without them. I had lost the habit of being alone, of spending any time with myself—and there was nothing but a deafening silence. I was frightened; I felt insecure without all the familiar demands of others which had become my life. Sue, the individual, as opposed to Sue, the wife and mother, had grown weak from lack of practice. I knew then that I had to do it more often, and from then on, whenever I felt that I was afraid to leave, I made every effort to go.

We teach our children to be independent and self-reliant, to develop their own personalities—but do we follow our own lessons? For although children have a way of making us feel guilty if we take time from them, is it they who are making us feel guilty, or is it our own uncertainty about our right to be ourselves? I think that deep down, especially as they grow older, children are worried and dismayed to feel that they are their mother's whole life. Nothing is heavier than the weight of another human being who is utterly dependent on us for fulfillment and happiness. Why burden our children with ourselves and our unaccomplished dreams as well as with their own problems of growing up?

It's good for them to learn that they must sometimes make sacrifices of their own time in order for another to be free. For them to know that mother also values herself as does Nancy or Joan and that Nancy or Joan is not always mother, that she has feelings and aspirations that have nothing to do with them. That there is time that is hers alone, for her to do with as she likes, even if it means leaving them on their own. It's good for them to learn that love can give strength, and independence and support, without binding. If they understand this, they'll feel proud that they, young as they are, can contribute significantly to the growth and contentment of the important person on whom they depend.

When a woman has cultivated her inner self and feels whole as a person, then the departure of children for lives of their own is a joyous occasion for all, a source of satisfaction at a job well done, and not of bereavement and emptiness.

So set aside time just for you. Be alone, think about yourself and yourself alone. Hold onto the dreams you had when there was no husband, no children; replenish those dreams in your own special way. Because the day does come when life is not so full of the needs of others, when the children go away and the floor seems to stay clean all the time. Then you wake up and say, "Now that I have time, whatever happened to *me*? I'd like to get to know myself again." And you may find that the person you once were, or wanted to be, has left—gone somewhere, disappeared, and that there is nobody left where she once lived.

Find her before she leaves. Give her space to breathe and grow. Remember that she's absolutely unique and that she belongs to no one else except you—and to God.

401

7

HUSBAND-WIFE RELATIONSHIPS

background/preparation

Goals to Work Toward in Presenting This Topic

The marriage relationship is the foundation of family life yet it is often overlooked by parents as they strive to raise their children, manage their jobs, maintain their home, and have some outside friendships.

The goals to work toward on this topic are: (1) to remind parents of their marriage relationship and the nurturing that it needs to keep it healthy; (2) to help parents understand where their relationship began and where it is today *and* to help them understand how it developed to its present point; (3) to inform parents of beginning techniques they can use to help increase closeness in their marriage; (4) to give parents the opportunity to learn about other couples with young children and what paths these couples' relationships have taken; (5) to give parents the opportunity to talk with other couples about what they do to continue working on their relationship.

Typical Parental Interests and Concerns About This Topic

1. My husband and I have found it very hard to be alone together since our child was born.
2. We try to have a set date once a week but I miss the spontaneity of the way things used to be between us.
3. When my husband comes home at night, I'm so happy to see him. I hate to say this but it's mainly because I know I'll get some relief from taking care of our daughter.
4. My wife doesn't want to go out until she's put our child to sleep. Our evenings get started so late.
5. We never seem to have time to really talk any more. Our son interrupts so much that my husband and I can barely tell each other the essentials. By the time he's asleep, we're too exhausted and frustrated to really talk.

Areas of Information You Will Need to Learn About to Teach This Topic

- How marriages often develop after children join the family.
- The kinds of things parents can do to work on their marriage, and why these steps are so hard to take.

Family Dynamics—What This Topic Means Psychologically to Parent and Child

The marriage relationship tends to backslide after the first child is born. Just when there is less time to spend on it, this relationship needs more work than ever. When husbands and wives become parents they develop another whole side of themselves that has little to do with their "coupleness." As parents, they each bring new expectations about their spouse and themselves that are seldom possible to meet. Couples do not decide to marry on the basis of how they behave as parents, yet many of their post-child hours are spent with each functioning in a parental role. It is common for work loads to increase and communication time to decrease. Much is never said. Different responsibilities may make the husband and wife grow apart.

Until recently, many parents—especially mothers—paid little attention to the weakening husband-wife relationship because of their involvement in the child/parent world. However, with the increasing number of divorces, most parents are motivated to look at what's happening and try to work on their relationships before the point—which is reached by some—where there's little to salvage.

From the child's point of view, a solid and growing relationship between his parents is a strong foundation for his feelings of confidence and security. (For information concerning children's reactions to separation and divorce, see *Talking About Divorce* by Earl A. Grollman. The "Child Care" section of most bookstores will contain other books on the topic as well.)

Sample Concern of Parents

Concern	*Critical Issues*
My husband and I both seem to spend so much time working that we're exhausted at night. Even though I always look forward to the weekend, it doesn't have any really free time because we have our child to care for and household work to do. It seems like we have little free time together and I'm worried that we're growing apart.	—Husband and wife busy. —Both exhausted. —Even weekends don't provide fun or close times. —Wife fearful of growing apart.

Key Questions[1]

1. What are the demands on you that are causing both you and your husband to work so hard?
2. Have you decreased your demands on yourself about such things as writing individual letters with your Christmas cards, having a clean house at all times, and so on?
3. What are your expectations about how much time parents get for themselves, both as individuals and as a couple?
4. What are your feelings about using baby-sitters or getting help from friends and relatives?
5. How would you like your home life to be on evenings and weekends? How could some or all of these ideas be made possible?

---

[1] The parent whose concern you're dealing with needs input from you or other parents before you deal with her concern.

Readings and Other Resources

Barber, Virginia and Skaggs, Merrill Maguire, *The Mother Person* (New York: Schocken Books, 1977), Chapter 4.

*Early, George H. et al., *The Growing Parent* (Lafayette, Ind.: Dunn & Hargitt, 1980 [updated annually]).

*Gochros, Jean S., "Why Fathers Get Jealous," *American Baby* (January 1978), p. 20 (this article is reprinted in its entirety in the "Handouts" section, pp. 393-395).

Jaffe, Sandra Sohn and Viertel, Jack, *Becoming Parents* (New York: Atheneum Publishing Co., 1980).

*McCary, James Leslie, *Freedom and Growth in Marriage* (Santa Barbara, Ca.: Hamilton Publishing Co., 1975), Chapter 12.

Rosenblum, Constance, "Men and Women May Speak Different Languages," *Palo Alto Times*, January 12, 1980 (this article is reprinted in its entirety in the "Handouts" section, pp. 396-397).

Sarda, Reese, "Reflections of a Father Who Became a Mother," *Redbook* (November 1975), p. 38 (this article is reprinted in its entirety in "Adjusting to Parenting," pp. 96-100).

Ventura, Jeffrey, *The Marriage Encounter Experience* (New York: Kensington Publishing Corp., 1977).

*Wolfson, Randy M. and De Luca, Virginia, *Couples with Children* (New York: Dembner Books, 1981).

Check into any marriage enhancement classes or programs in your area. One such program that you can write to for further information is: Worldwide Marriage Encounter, 3711 Long Beach Blvd., Long Beach, Calif. 90807.

teaching/presentation

Homework

The two homework assignments for this topic are for both spouses. The first, "Parenting and Family Relationships" is used in the "Learning More About Older Babies" class (from 7 to 14 months) and gives both parents an opportunity to ask themselves some *beginning* questions about being parents. The second, "Feelings and Needs of Parents," has as its goal helping parents get back in touch with themselves as individuals, then as parents, and then as a couple.[2] It is most helpful if you can encourage *both* husband and wife to think about, discuss, and complete the homework.

Practical Suggestions or Strategies for Teaching This Topic

The subject of husband-wife relationships tends to be more openly and fully discussed when it is presented toward the end of the series and group members have gotten to know each other.

When the topic is being discussed just among mothers, it almost always comes up or can easily be brought up after the subject of meeting your own needs—usually during the same session.

The most valuable way to work on this topic is to discuss it in a couple's class (six or seven couples is a good size).[3] Most participants find it easier to focus on the couple relationship if both spouses are present. Even if some of the class members are single parents they need to be

---

[2] This homework is also used in discussing the topic "Meeting Your Own Needs." For that topic, the emphasis is on the first part and for this topic the last homework questions are particularly relevant. See "Meeting Your Own Needs" (p. 377) for a copy of the homework assignment.

[3] The couple's class should be preceded (no more than two weeks) by a father's class during which the fathers have an opportunity to discuss child rearing. (See Part I: 8 on p. 37 for information about a father's class.)

HOMEWORK

PARENTING AND FAMILY RELATIONSHIPS

(7–14 months)

This homework observation deals with the feelings and expectations you and your spouse have about parenting and family life. We will use the homework as a basis for our discussion next week. Please spend some time thinking about the questions and discussing them with your spouse. Bring this with you to refer to during the discussion.

You and your spouse have been parents for about a year now and you are aware that it is not just a job with a given set of rules that you can follow. It is interplay and interaction among three people and it requires an ongoing series of adjustments as your child develops and situations change. Now that you two have moved through the initial excitement and upheaval that the birth of a child causes, consider what parenting and family life are like for each of you now.

1. What do you enjoy most about your role as a parent?

2. What do you find most difficult about being a parent?

3. Did you expect that the roles and relationships within your family unit would be different than you find they are today? Please discuss.

Parent's name ______________________ Date __________ Child's age ______

PARENTMAKING: A Practical Handbook for Teaching Parent Classes About Babies and Toddlers by B. Annye Rothenberg, Ph.D.,Sandra L. Hitchcock, Mary Lou S. Harrison, and Melinda S. Graham. Copyright © 1981 by The Banster Press, P.O. Box 7326, Menlo Park, CA 94025.

involved in the discussion because they are likely to be developing couple relationships too. How to include them depends on the circumstances and planning you can do.

It is important that you remain impartial during the discussion and not see things mostly from the mothers' or the fathers' point of view. Try to be a balanced advocate of the couple relationship.

Mini-lecture and Lead-off Questions for Discussion

The suggested format that follows is for a couple's class but it can be easily modified for a mothers only or fathers only group discussion. (However, when only mothers or only fathers are to meet, it is important that they brainstorm about their spouse's needs and try to see things, in terms of their coupleness, from their spouse's point of view as well as their own. Husbands should fill out the homework prior to a "mothers only" class as well as prior to a couple's class.) Your goals are to emphasize both parents' needs and to have class participants go home and discuss this area with their spouse.

Tonight we will be focusing on the effects of parenting on ourselves as individuals and on our couple relationship. Parenting is a fantastic mixture of great things and hard things. The great things are so reinforcing they hardly need a class devoted to them but the hard things can use some time devoted to them. When you're raising young children it can be hard to be aware of your own self and your coupleness and to know if what you're experiencing is anything like what other families are going through. I hope as we discuss the effects of parenting that you'll try to be open, honest, and especially supportive of each other. It's not easy to talk about personal feelings, but if you extend yourselves in the discussion others will too, and you'll find tonight to be a worthwhile evening.

Let's begin by introducing ourselves and then take a look at some of the changes in our lives since we became parents. Being a parent brings many changes for each of us. What are some of the changes you've experienced and how have they affected you?" (Give personal examples as needed.)

Now direct the discussion to the needs of the mothers in the group. If the women have been meeting regularly in your class, they will find it easier to share and might make it easier for their husbands to participate when it's their turn. You might want to start with a personal example: **One of the hardest things for the mother of a young child to do is stay in touch with herself as a person and as a changing person. I find myself needing to be up for my whole family but I can't stay up at all unless I've been able to get in touch with and meet some of my needs.**[4]

After the mothers have brought up their needs, ask the fathers to talk about their needs as parents. Then, depending on where the discussion tends to be going, try to relate both parents' needs to the husband-wife relationship. Usually, someone has brought up something in the earlier part of the evening that can lead into this area.

Continue by talking about the evolution of the husband-wife relationship. You can describe a little about courtship, its romanticism and the need to be together. Then go on to talk about the early years of marriage when perhaps both partners worked and had free time on the weekends. Move on to the current years of new parenting, bringing in some of what was said at the beginning of the evening. You may prefer to describe the course of your own marriage relationship instead of speaking in a general way. No matter which course you follow, the main point is to give couples a chance to step back and look at what's happening to them in their relationship.

Now you may wish to hand out a brief article that deals with stress, such as, "Why Fathers Get Jealous" (see the "Readings" [p. 389] and the "Handouts" [p. 393] sections). Let each couple read it together silently and then have them respond to questions on another sheet of paper by writing a caring letter to each other. (If some parents attend without their spouse, they can still write a caring letter to him or her.) If there are rooms available, have each couple go to one to write and discuss their letters. If rooms are not available, couples can find corners and other places in the meeting room to use together.

---

[4] The topic of needs is dealt with in detail on pp. 374-386 but is included here because it is a good way to begin the class on couple relationships.

You may prefer to give the couples questions other than the ones provided, but here are a few suggestions:

- How has our relationship changed since courtship days?
- How do I expect our relationship to be?
- What do I expect of you and of myself in our marriage?
- What are some of the disappointments or frustrations about our relationship?
- What's possible to change? How would I feel about that? How do I think you would feel about that?

Depending on the questions that you choose, you will need to decide on the amount of time the couples need to answer them. One or two questions in about 20 minutes should be sufficient.

After the writing time is over, ask each couple to exchange letters, read them silently, and then share their thoughts and feelings about them with each other. Again, 20 minutes is a good amount of time for this sharing.[5]

After they've had time alone, ask all the couples to come back to the group and encourage them to share some not-too-revealing aspect of their discussion—such as what they learned about their expectations for each other, or what were their feelings about the letters they just read.

A very positive way to end the evening is to bring up for discussion things that couples can do to strengthen their relationship during the early parenting years. Try to encourage the group to go beyond the level of saying they ought to "go out together one night a week."[6]

Additional Information for Parents

- Parents should learn that the early parenting years usually produce a great deal of work and fatigue for both parents. Husbands often feel an increased sense of responsibility that drives them to work harder.
- Mothers usually want help with child care and household chores and husbands often don't meet their wives' expectations. Each parent can silently feel that the other partner has the easier job.
- Children's needs and demands tend to be very interruptive and it is usual for parents to be unable to communicate at any length. In fact, after several years of being a parent and having little time to really talk, share and learn about each other, many parents find it hard to communicate when they suddenly have a few hours alone. This situation results from parents getting out of the habit of talking and listening rather than anything else.
- Parents may be disappointed because their spouse is not meeting their needs as he or she used to. They may have to learn how to better understand the strains of the early parenting years and make time for themselves as individuals and as a couple.

Handouts

No specific handouts have been developed for this topic but you may wish to refer to an article such as "Why Fathers Get Jealous," reprinted here from *American Baby*, or "Men and Women Speak Different Languages," reprinted from the *Palo Alto Times*.

---

[5] The idea of spouses writing caring or loving letters to each other in response to selected questions and then exchanging the letters and discussing them as a couple has been adapted from the Marriage Encounter program, which provides a weekend marriage enhancement experience for couples.

[6] A separate, ongoing couple's class may be useful in your program with an evening, perhaps six-week, format. This would enable you to do more than just help catalyze things.

HANDOUT

WHY FATHERS GET JEALOUS

by Jean S. Gochros

"Imagine! A grown man competing with a tiny baby! I feel as if I have two infants instead of one!"

Mark flushed and hotly defended himself against a long list of crimes. According to his wife, Barbara, he was sexist, selfish, immature, lazy and demanding. He "used" his wife as a sex object, treated her like a maid, and did not love either her or the baby. That was only for starters. After a long harangue, she concluded, "The trouble with you is that you can't stand seeing anyone else get any attention. You're just jealous!"

Mark retaliated by hurling a few accusations of his own. Barbara was the selfish one. She was incompetent, insensitive, bossy, petulant and manipulative. She was overprotective of the baby, cared only about herself and the baby, "used" him only to bring home money and do her chores, and on top of everything else, she was frigid!

Only in a private interview could Mark admit, with great shame, that he was indeed jealous of the baby. He'd always wanted children, but he'd never expected to feel like an intruder in his own home, completely replaced by a baby. Was it true? Was he just an immature, jealous child?

"Jealousy" of one's offspring is not a unique problem. It is, in fact, quite common among new parents, especially during the first few months with the baby. The basic theme is usually this: the baby completely disrupts the couple's lives, and they each experience a sense of loss. There is loss of freedom—time and ability to choose recreation and to express affection spontaneously, time to get work done, and time in which to be alone. There is loss of energy, plus loss of self-esteem and self-confidence, related to the anxieties of caring and providing for an infant. There is loss of the romanticism of each being the center of the other's universe. There is the loss of companionship, and finally, there can even be the loss of individuality as each begins to feel defined by his or her roles and functions, rather than by individual personality. The "gain" of a squalling, demanding infant hardly compensates for losses that, combined, deprive each person of the very human need to know that he or she is a worthwhile, capable, and well-loved person.

In the case of Barbara and Mark, when "jealousy" was redefined as resentment and anxiety about such losses, the difficulties seemed more understandable, and Barbara was feeling them just as keenly as Mark.

Who is to blame?

The basic problem usually lies not in a couple's feelings, but in the way in which they handle such feelings. Barbara and Mark were ruled by romantic myths about how "mature parents" are "supposed" to feel, so they labeled any feelings that did not seem to fit the mold as "immature" or "silly." Guiltily they had tried to hide or erase feelings, and when this did not work, they had looked around and tried to assign blame for unacceptable thoughts. Since they obviously could not blame an infant, they vacillated between silently blaming themselves and noisily blaming each other. In the process, they succeeded only in cutting themselves off from each other. Once they stopped worrying about who was at fault and began to let themselves be vulnerable by sharing feelings honestly, they were able to treat specific issues as puzzles to be solved together. Here are some examples:

Fatigue

Barbara had automatically expected Mark to realize how fatigued she was, and hence assumed that he would automatically help with the housework and baby. But the only time she told him how tired she was occurred when she was angry at him or when she was refusing sexual advances.

---

*Reprinted from the January, 1978 issue of *American Baby*, © 1978 with permission of the author, Jean S. Gochros.

Hence he heard only the attack on him, not her plea for help, and he reacted accordingly. At the same time, he was having problems at work, and the strains of having an infant at home were fatiguing him, too. He badly needed a few minutes of relaxation before he could think of giving the help he was quite willing to provide. But he, too, expressed his fatigue only when defending himself against complaints, and hence his needs were never understood. Once they both sat down and honestly confronted the problem of fatigue, they were more able to work out changes in schedule and work load, experimenting with different solutions, and changing them as the need arose.

Help with infant care

Barbara saw Mark's unwillingness to help with the baby as a sign of laziness, sexism, and the lack of love for the baby. She did not realize that Mark was terrified of doing the wrong thing and she misinterpreted his slowness and ineptitude as deliberate. Her impatient, "Never mind! I'll do it myself!" responses, coupled with her unwillingness to share her own past and present anxieties, made him feel incompetent and worthless. Small wonder he gave up quickly with an irritable, "Yeah, you're so good at it—you do it!" or "That's your job! Why do I have to do it?"

Of course, she could not read his mind any more than he could read hers. Once they both shared their worries about handling a tiny baby, they were able to provide mutual help and support; Barbara shared tips she had already learned, and as Mark gained in confidence and expertise, he gladly gave more help.

Companionship

Barbara was starved for companionship and adult conversation. She could hardly wait for Mark to return home and was hurt that he never confided in her anymore about work, didn't chat with her, and didn't seem to see her as a "person." She did not realize that she was engrossed in the baby and that her first words when he returned home were a demand for help, that her questions about work often seemed cursory rather than interested, or that Mark often needed time to relax before he could recount the day's events. Mark, on the other hand, did not realize that what he saw as "protecting" Barbara from his own worries was in actuality shutting her out of an important part of his life. Yet he, too, sorely missed the companionship they had formerly given each other, and he was just as hurt as she was. Again, honest comparing of notes helped them not only to correct misinterpretations, but also to find solutions.

Love, affection, and sex

When it came to expressions of love, especially where sex was involved, the fear of sounding foolish interfered with communication so severely that Barbara and Mark's original request for help had been based on the fear that they had stopped loving each other.

Each felt that the other had stopped all expressions of affection, and consequently both felt hurt and rejected. Barbara felt that any expression of affections would lead to intercourse, which she did not always want. Consequently, she was afraid to ever kiss or hug Mark or to let him show affection toward her unless she wanted intercourse. Conversely, he saw her stiffening whenever he caressed her as a sign of rejection, and he misinterpreted lack of willingness for intercourse as lack of love; often he led her to the bedroom after a kiss merely because he thought that's what he was supposed to do, thereby adding to her feeling that his expressions of affection were given only when he wanted sex.

Once in the bedroom, other miscommunications occurred. Barbara was both distracted by baby noises and embarrassed about having intercourse while the baby was in the room. Self-conscious about her figure, she stiffened whenever Mark touched her stomach. She had always enjoyed his caressing and kissing her breasts. But now she found his touch too rough and was embarrassed about leaking from the nipples. Hence she often pulled away; when he responded with anger, she did not tell him that she suddenly felt her body was no longer her own property but that it was being claimed by both baby and husband.

She did not realize that Mark saw this as a sign that her body was now forbidden territory to all but the baby and that he had been "replaced." Mark, too, had sometimes felt rather foolish while caressing her breasts, but he'd never told her. In general, each had assumed that because he or she had never heard certain thoughts expressed by the other, such thoughts must be too foolish to dare mention. Consequently, they avoided the very expressions of affection that each needed so badly.

It's easy to see that while treated as separate issues, the problems were often interrelated. The solution to any one problem, then, often automatically helped solve others. Increased help in the kitchen and nursery led to less fatigue and more interest in sex. More time to relax and chat provided more companionship and recreation. More cooperative ventures in infant care led to greater ease and fun; more caressing with or without intercourse stopped the unrealistic separation between "sex" and "love," and conversely, lack of desire for intercourse was not misinterpreted as lack of love.

Not all problems were solved, of course. No amount of communication can find time that isn't there, change a three-way relationship back to a two-way one, or remove the hassles of infant care.

In short, as they learned to approach problems with honesty, humor, and understanding, and to consider "jealousy" as one way of expressing their love for each other, Barbara and Mark were able to change jealousy into a process of sharing both the woes and joys of parenthood. It took courage and work, but the process itself made their new relationship stronger than it had ever been before.

HANDOUT

MEN AND WOMEN MAY SPEAK DIFFERENT LANGUAGES

by Constance Rosenblum

So you think you talk like a man just because you've mastered the language of the locker room and the battlefield, just because you throw around terms like "ballpark estimate" and "game plan" and figured out that the Knicks isn't a First Avenue singles bar.

Don't kid yourself. The differences between the way men and women talk are various and subtle, and you couldn't conquer them all even if you moved in with the chairman of the board.

Stimulated in part by the women's movement, linguists have recently made some surprising discoveries about women's speech. Studies show that:

Women often express statements as questions. When he asks, "When's dinner?", she'll reply, "Six o'clock?" as if adding parenthetically, "Is that OK with you?" And when women do make flat-out statements, they're often blunted with tag-end questions, as in "It's a boring movie, isn't it?"

When a man and woman talk to each other, the man is far more likely to interrupt the woman than vice versa. In mixed-sex conversations, men also talk more than women. So much for the "women who never shut up" stereotype.

When a man gives a direct order—"Pass the salt"—a woman is more likely to ask an indirect questions—"Is there some salt at your end of the table?"

Women tend to speak in italics, and not just in *Cosmopolitan* magazine. It's a way of expressing uncertainty with your ability to express yourself, suggests Robin Lakoff, a Berkeley linguist and one of the leading experts on women and language. "Italics say something like: Here are directions telling you how to react, since my saying something by itself is not likely to convince you."

Women use certain words—cute, charming, lovely, adorable—that men shy away from. Have you ever heard a man gush, "It's to die!"? And when was the last time you heard a man describe anything as mauve?

Women tend to hedge. "That speech was sort of interesting," they'll say; then, if anyone disagrees, they've got an out. And if they say, "I guess it's going to rain," they can't be held responsible if it doesn't.

"They're all ways of avoiding or diluting responsibility for what you're saying," says Lakoff. "If you don't have confidence in yourself, you'd prefer to put the responsibility for what you say elsewhere. And, if you don't want responsibility, you'll certainly never get it."

Others suggest that women have little choice, especially in such areas as interruption; they insist the men call the shots in conversation just as they do in most other areas.

In fact, suggests Mary Richie Key, a University of California linguist who's an expert on women's speech, the real issue may be power—"a woman with money or power won't be interrupted"—but since, for the most part, men are the ones with the power, it amounts to the same thing.

You won't find the rules of girltalk and boytalk in any textbook, but we get the message. For every Katharine Hepburn, giving as good as she gets from Spencer Tracy, there's a simpering Marilyn Monroe, hedging her way into men's hearts. For every forthright Jane Fonda, there's a giggly Annie Hall, a walking question mark.

And heaven help the woman who breaks the rules. Expletives deleted didn't cost Richard Nixon his job, but as Casey Miller and Kate Swift point out in their book, "Women and Words," a New Jersey schoolteacher lost hers in part because she referred to school board head William Bell as "Dong Dong Bell"—clearly no way for a lady to speak.

A woman may never realize exactly what signals she's sending, and a man may never realize—consciously—that he's receiving them. But the effect is potent.

And a woman unaware of these dynamics can send badly mixed messages. Her gray flannel suit,

---

Reprinted from the *Palo Alto Times*, 1980.

MEN AND WOMEN MAY SPEAK DIFFERENT LANGUAGES (continued)

briefcase and firm voice may shout out, "I'm strong. Hire me." But when the boss asks how long she has worked, she replies, "Three years?", and when she asks, "Would you mind passing me the ashtray, please?", she's saying, "Don't trust me, I don't trust myself."

It's believed that every child starts out learning girltalk because of early exposure to mothers and female teachers. Then, when boys develop a taste for rough language, girls are discouraged from direct speech, a process that may become ingrained as early as age 10.

"Society teaches little girls to talk like ladies while little boys learn to be conversational bullies," says Rae Moses, a Northwestern University linguist with a special interest in children's language.

And the patterns persist. A sampling of New York City teachers said they noticed that male students tend to answer questions with a blunt, "It's so-and-so," while female students more often suggested, "Maybe it's this or that."

One area where grown women talk a lot of girltalk is in marriage. Pam Fishman, a Queens College sociologist, taped 54 hours of conversation by three couples in their homes, to analyze male-female power relationships in everyday conversation.

She found that women asked nearly three times as many questions as the men (to draw them out), used twice as many attention-getters like, "this is really interesting" and "did you know that . . ." (to flag interest in what they were saying), interspersed their conversation with the phrase "you know" 10 times as much as the men (apparently to hold the men's interest), and were largely the ones who studded the conversation with phrases like "oh, really?" and "uh-huh"—to help keep the talk perking along.

Fishman also found that women initiated almost twice as many topics of conversation as the men. But, while all the topics raised by the men turned into conversations, only a third of those raised by women did.

"It's women doing the support work of conversation," she says. "This is just another job women have to do." You might call it conversational housework, and, like all housework, it's invisible until you stop.

Says Fishman, "If a woman goes on strike, if she refuses to do this support work, the man will get very upset. I think that's what arguments are about."

Many marriage counselors agree, "If this system of the woman lubricating the conversation breaks down, the man may not understand what's happening," says Dr. Charles Smith, a Manhattan marriage counselor who sees this problem in his work. "He may relate it to something else, but he doesn't see that she's stopped the conversational housework."

Most people notice when one sex talks like the other. Something clicks when we hear a woman uttering commands instead of questions. And something clicks even louder when we hear a man use the word "lovely."

Though neither girltalk nor boytalk is intrinsically good or bad, we invariably favor the masculine approach. Ironically, assertiveness training, a cornerstone of feminism, teaches women to forego waffling uncertainty in favor of male bluntness.

"Many people say male speech is more desirable," says Barrie Thorne, a Michigan State University sociolinguist whose speciality is gender and language. "But there are real values to the way women speak. Women's speech allows for more ambiguity; everything doesn't have to be stated in black and white."

Ideally, say the experts, we'd all speak a sort of middle-ground language that drew on the best of both forms. And a man who used the word "mauve" wouldn't seem weird.

8

COMMUNITY RESOURCES

Most parents are interested in knowing more about the community resources—for both themselves and their children—that are available to them. In a small community, many people will already know what these are, but in a large, more diverse community it may be necessary to search out and compile this information. You can start by contacting community agencies and organizations—park and recreation departments, school districts, libraries—and then check into any private organizations that are relevant—those that offer classes on parenting, nutrition, baby care, first aid, gymnastics, pre- and post-natal fitness, swimming, or any other subjects you feel may interest the group. Bring to class any catalogs or brochures these groups offer and let the class read through and discuss them. If you include a discussion of community resources in a class toward the end of the series, parents will be able to share additional ideas for outings or local activities that they have discovered and enjoyed and which have provided them with a break from long days at home with a young child. Parents may know about (or libraries can help you locate) books or compiled information about local places to take young children. When you talk about community resources, the following questions can open up the discussion:

- What are some outings or activities you have enjoyed with your child?
- Have you discovered any helpful community services you would like to tell the group about?
- Are there some good parks in your neighborhood?

As the discussion moves forward, you can guide it to deal with questions the parents bring up.

9

READING LISTS

Parents are usually interested in knowing what books are considered helpful for learning about child rearing. People are used to turning to books for information about many kinds of things. Parenting, however, is far more personal and interpersonal than many other subjects. An understanding of its numerous concepts is gained in many ways—through experimenting, talking with other parents, thinking, developing and revising personal theories—*as well as* reading books. There is no scientific answer to the question "How should I raise my child?" The decision, like every parent-child relationship, is unique and is based on feelings and values as well as on fact.

Books on child rearing, however, can be helpful to many parents if the information is read, discussed or thought about, and then fitted to the needs and philosophies of the reader. Books can:

- provide information to enable parents to see and listen to their child more fully;
- help parents better understand their child's behavior;
- help parents better understand their own responses and actions as parents;
- help parents see the discrepancies between the values they profess and the actions they take;
- help parents think about and determine their long-range parenting goals; and
- provide suggestions about how to realize those goals.

Because books can be helpful in these ways, lists of books that have proved to be insightful and useful in a variety of parenting areas have been compiled. A separate list is available for each of the four age ranges this book covers (lists overlap in many areas), and each provides a brief description of the individual books. You may wish to hand out copies of the pertinent list toward the end of your series so parents don't consider it to be assigned reading. As you emphasize those you feel are the best books, ask the group to comment on any of these or other books they have found to be especially helpful. Parents may also want information on bookstores or libraries that carry copies of the books.

HANDOUT

READING LIST

(1-6 months)

Care of Baby

Frances Wells Burck, *Babysense*
Excellent information on parents' concerns during a baby's first year; contains helpful suggestions from other parents.

Frank Caplan, *The Parenting Advisor*
A condensation of viewpoints from over 800 books on child-rearing practices.

Benjamin Spock, *Baby and Child Care*
Excellent source of help for all kinds of babycare concerns.

Child Development

T. Berry Brazelton, *Doctor and Child*
A series of articles dealing with topics of concern to parents of children in the newborn through early childhood age range.

T. Berry Brazelton, *Infants and Mothers*
Deals with the first year of life—month by month—comparing babies of three different temperaments.

Frank Caplan, *The First Twelve Months of Life*
A thorough month-by-month description of baby's development. More systematic than the Brazelton book that precedes this entry but with no emphasis on individual differences among babies.

Stella Chess, A. Thomas, H. G. Birch, *Your Child is a Person*
Deals with particular stages or issues in infant and child development and how children of different temperaments are helped or hindered by their parents in getting through these stages.

George Early et al., *The Growing Child* (22 North Second Street, West Lafayette, Indiana 47902)
This is a monthly pamphlet on child development that devotes one issue to each month of a child's life, newborn through 6 years. Your subscription can begin with the issue that describes your child's current age. A subscription is $11.95 per year.

Johnson & Johnson Baby Products Co., *The First Wondrous Year*
An excellent book detailing infant development, written with parents' interests in mind. Beautiful pictures.

Penelope Leach, *Your Baby and Child*
An excellent guide for parental interests and concerns in the newborn to five-year-old period.

David Pushaw, *Teach Your Child to Talk* (CEBCO-Standard Publishing, 9 Kulick Rd., Fairfield, N.J. 07006)
A guide to normal speech development and stimulation.

Emotional Development

Polly Berends, *Whole Child, Whole Parent*
With comments ranging from the philosophical to the practical, this book covers influences on emotional development.

Dorothy Briggs, *Your Child's Self-esteem*
Useful book of guidelines for parents to use in helping their child develop good feelings about himself.

Selma Fraiberg, *The Magic Years*
Looks at a baby's behavior from the baby's point of view.

Playing with Your Baby

Athina Aston, *How to Play With Your Baby* (Fountain Publishing Co., P.O. Box 287, Larchmont, New York)
Good approach to playing with a baby up to two years of age.

Elizabeth Gregg and Judith Knotts, *Growing Wisdom, Growing Wonder*
Outstanding book on children's learning and how parents can easily enrich these experiences.

PARENTMAKING: A Practical Handbook for Teaching Parent Classes About Babies and Toddlers by B. Annye Rothenberg, Ph.D., Sandra L. Hitchcock, Mary Lou S. Harrison, and Melinda S. Graham. Copyright © 1981 by The Banster Press, P.O. Box 7326, Menlo Park, CA 94025.

READING LIST (continued)

Ruth E. Hartley and Robert M. Goldenson, *The Complete Book of Children's Play*

A thorough book of activities and discussions of each age's interests. Covers newborn to teens. Excellent appendix covering toys, records, books, hobbies, song books, magazines.

Janine Levy, *The Baby Exercise Book*

Well-photographed suggestions of exercises to do with your baby from birth to 15 months.

Susan M. Stein and Sarah T. Lottick, *Three, Four, Open the Door*

Play ideas for use with newborns to six-year-olds, listed according to activities rather than age (e.g., paint and paper, games, outdoor activities). Contains well-described ideas.

Safety/Medical/Illness

Consumer Guide, *The Complete Baby Book*

A valuable guide for evaluating the many products used by babies.

Martin I. Green, *A Sigh of Relief*

A first aid handbook for childhood emergencies that includes simple instructions and illustrations for handling injuries.

Jack G. Shiller, *Childhood Illness*

A thorough treatment of all types of common illness. Designed to reduce the number of calls to the pediatrician.

Nutrition/Nursing

Sue Castle, *The Complete Guide to Preparing Foods at Home*

A very complete book of recipes, nutritional information, equipment for easy food preparation, and storage tips.

Marvin Eiger and Sally Olds, *The Complete Book of Breast Feeding*

Much information on nursing.

Karen Pryor, *Nursing Your Baby*

Offers much help with nursing.

Parents

Virginia Barber and Merrill Maguire Skaggs, *The Mother Person*

An outstanding book dealing with mothers' experiences and feelings; offers ways to cope with parenting.

Henry Biller and Dennis Meredith, *Father Power*

A useful book for helping men adapt to their role as fathers.

T. Berry Brazelton, *On Becoming a Family*

An excellent book detailing infant behavior and development and differences in mothers' and fathers' behavior and feelings during the early attachment and bonding as a family.

Carol Stahmann Dilfer, *Your Baby, Your Body*

A total exercise program especially for women during pregnancy and the post-partum period.

Angela McBride, *The Growth and Development of Mothers*

Helps women better understand themselves and their reactions as mothers.

Elly Rakowitz and Gloria Rubin, *Living with Your New Baby*

A helpful guide to the first three months; contains useful information and suggestions.

Randy M. Wolfson and Virginia DeLuca, *Couples with Children*

An outstanding practical and experiential book describing the major stresses on couples as they adjust to being parents.

PARENTMAKING: A Practical Handbook for Teaching Parent Classes About Babies and Toddlers by B. Annye Rothenberg, Ph.D., Sandra L. Hitchcock, Mary Lou S. Harrison, and Melinda S. Graham. Copyright © 1981 by The Banster Press, P.O. Box 7326, Menlo Park, CA 94025.

HANDOUT

READING LIST

(7–14 months)

Care of Baby

Frances Wells Burck, *Babysense*
Excellent information on parents' concerns during a baby's first year; contains helpful suggestions from other parents.

Benjamin Spock, *Baby and Child Care*
Excellent source of help for all kinds of baby-care concerns.

Child Development

T. Berry Brazelton, *Doctor and Child*
A compilation of previously published articles with extended remarks by the author on a variety of subjects covering birth through the early childhood years.

T. Berry Brazelton, *Infants and Mothers*
Deals with the first year of life—month by month—comparing babies of three different temperaments.

Frank Caplan, *The First Twelve Months of Life*
A thorough month-by-month description of baby's development. More systematic than the Brazelton book that precedes this entry but with no emphasis on individual differences among babies.

Stella Chess, A. Thomas, H. G. Birch, *Your Child is a Person*
Deals with particular stages or issues in infant and child development and how children of different temperaments are helped or hindered by their parents in getting through these stages.

Fitzhugh Dodson, *How to Father*
Similar philosophy to *How to Parent* (covers children up to adolescence). Some updating of appendices, and written to fathers.

Fitzhugh Dodson, *How to Parent*
Helpful in developing a philosophy of child raising.

George Early et al., *The Growing Child* (22 North Second Street, West Lafayette, Indiana 47902)
Useful monthly information in bulletin form about a baby's development, birth through six years old.

Johnson & Johnson Baby Products Co., *The First Wondrous Year*
An excellent book detailing infant development, written with parents' interests in mind. Beautiful pictures.

Penelope Leach, *Your Baby and Child*
An excellent guide for parental interests and concerns in the newborn to five-year-old period.

David Pushaw, *Teach Your Child to Talk* (CEBCO-Standard Publishing, 9 Kulick Rd., Fairfield, N.J. 07006)
A guide to normal speech development and stimulation.

Emotional Development

Polly Berends, *Whole Child, Whole Parent*
A spiritual and practical guide to the first four years of parenting.

Dorothy Briggs, *Your Child's Self-esteem*
Useful book of guidelines for parents to use in helping their child develop good feelings about himself.

Selma Fraiberg, *The Magic Years*
Looks at a baby's behavior from the baby's point of view.

Playing With Your Baby

Athina Aston, *How to Play with Your Baby* (Fountain Publishing Co., P.O. Box 287, Larchmont, New York)
Good approach to playing with a baby up to two years of age.

PARENTMAKING: A Practical Handbook for Teaching Parent Classes About Babies and Toddlers by B. Annye Rothenberg, Ph.D., Sandra L. Hitchcock, Mary Lou S. Harrison, and Melinda S. Graham. Copyright © 1981 by The Banster Press, P.O. Box 7326, Menlo Park, CA 94025.

READING LIST (continued)

Elizabeth Gregg and Judith Knotts, *Growing Wisdom, Growing Wonder*
Outstanding book on children's learning and how parents can easily enrich these experiences.

Ruth E. Hartley and Robert M. Goldenson, *The Complete Book of Children's Play*
A thorough book of activities with discussions of each age's interests. Covers newborn to teens. Excellent appendix covering toys, records, books, hobbies, song books, magazines.

Susan M. Stein and Sarah T. Lottick, *Three, Four, Open the Door*
Play ideas for children from birth to six years, listed according to activities rather than age (e.g., paint and paper, games, outdoor activities). Contains well-described ideas.

Safety/Medical/Illness

Consumer Guide, *The Complete Baby Book*
A valuable guide for evaluating the many products used by babies.

Martin P. Green, *A Sigh of Relief*
Provides information on prevention of and first aid for all types of childhood emergencies. Excellent illustrations.

Robert H. Pantell, James F. Fries, and Donald M. Vickery, *Taking Care of Your Child: A Parents' Guide to Medical Care*
Provides practical information for dealing with the most common medical problems of childhood.

Jack G. Shiller, *Childhood Illness*
A thorough treatment of all types of common illness. Designed to reduce the number of calls to the pediatrician.

Nutrition/Nursing

Sue Castle, *The Complete Guide to Preparing Baby Foods at Home*
A very complete book of recipes, nutritional information, equipment for easy food preparation, and storage tips.

Marvin Eiger and Sally Olds, *The Complete Book of Breast Feeding*
Much information on nursing.

Karen Pryor, *Nursing Your Baby*
Offers much help with nursing.

Parents

Virginia Barber and Merrill Maguire Skaggs, *The Mother Person*
An outstanding book dealing with mothers' experiences and feelings; offers ways to cope with parenting.

Henry Biller and Dennis Meredith, *Father Power*
A useful book for helping men adapt to their roles as fathers.

Angela McBride, *The Growth and Development of Mothers*
Helps women better understand themselves and their reactions as mothers.

Randy M. Wolfson and Virginia DeLuca, *Couples with Children*
An outstanding practical and experiential book describing the major stresses on couples as they adjust to being parents.

PARENTMAKING: A Practical Handbook for Teaching Parent Classes About Babies and Toddlers by B. Annye Rothenberg, Ph.D., Sandra L. Hitchcock, Mary Lou S. Harrison, and Melinda S. Graham. Copyright © 1981 by The Banster Press, P.O. Box 7326, Menlo Park, CA 94025.

HANDOUT

READING LIST

(15-24 months)

Care of Toddlers

Benjamin Spock, *Baby and Child Care*
Excellent source of help for all kinds of baby-care concerns.

Child Development

Louise Bates Ames, et al., *Your One Year Old*
Useful book on normal changes in development, behavior, and habits.

T. Berry Brazelton, *Doctor and Child*
This book contains a series of articles dealing with topics of concern to parents of children in the newborn through early childhood age range.

Frank Caplan and Teresa Caplan, *Second Twelve Months of Life*
A detailed description of toddler development from 12 months to 2½ years.

Stella Chess, A. Thomas, H. G. Birch, *Your Child is a Person*
Deals with particular stages or issues in infant and child development and how children of different temperaments are helped or hindered by their parents in getting through these stages.

Fitzhugh Dodson, *How to Father*
Similar philosophy to *How to Parent* (covers children up to adolescence). Some updating of appendices, and written to fathers.

Fitzhugh Dodson, *How to Parent*
Helpful in developing a philosophy of child raising.

George Early et al., *The Growing Child* (22 North Second Street, Lafayette, Ind. 47902)
A monthly pamphlet (updated annually) on child development that devotes one issue to each month of a child's life, newborn through 6 years. Your subscription can begin with the issue that describes your child's current age. A subscription is $11.95 per year.

Penelope Leach, *Your Baby and Child*
An excellent guide for parental interests and concerns in the newborn to five-year-old period.

Lise Liepmann, *Your Child's Sensory World*
An interesting book describing how some children are especially oriented to the use of some of their senses.

David Pushaw, *Teach Your Child to Talk* (CEBCO-Standard Publishing Co., 9 Kulick Rd., Fairfield, N.J. 07006)
A guide to normal speech development and stimulation.

L. J. Stone and J. Church, *Childhood and Adolescence*
Has a useful chapter on toddler's behavior and development.

Emotional Development

Dorothy Briggs, *Your Child's Self-esteem*
Useful book of guidelines for parents to use in helping their child develop good feelings about himself.

Selma Fraiberg, *The Magic Years*
Looks at a child's behavior from the child's point of view.

Children's Play

Board of Cooperative Educational Services of Nassau County, *200 Ways to Help Children Learn While You're At It* (Reston Publishing Co., Reston, Va.)
Offers suggestions of ways to keep your child busy when you're busy.

Elizabeth Gregg and Judith Knotts, *Growing Wisdom, Growing Wonder*
Outstanding book on children's learning and how parents can easily enrich these experiences.

PARENTMAKING: A Practical Handbook for Teaching Parent Classes About Babies and Toddlers by B. Annye Rothenberg, Ph.D., Sandra L. Hitchcock, Mary Lou S. Harrison, and Melinda S. Graham. Copyright © 1981 by The Banster Press, P.O. Box 7326, Menlo Park, CA 94025.

READING LIST (continued)

Ruth E. Hartley and Robert M. Goldenson, *The Complete Book of Children's Play*

A thorough book of activities with discussions of each age's interests. Covers newborns to teens. Excellent appendix covering toys, records, books, hobbies, song books, magazines.

Safety/Medical/Illness

Martin I. Green, *A Sigh of Relief*

A well-illustrated and very informative guide about handling childhood emergencies.

Jack G. Shiller, *Childhood Illness*

A thorough treatment of all types of common illness. Designed to reduce the number of calls to the pediatrician.

Parents

Virginia Barber and Merrill Maguire Skaggs, *The Mother Person*

An outstanding book dealing with mothers' experiences and feelings; offers ways to cope with parenting.

Henry Biller and Dennis Meredith, *Father Power*

A well-written book discussing the importance of the father in the development of a child.

Angela McBride, *The Growth and Development of Mothers*

Helps women better understand themselves and their reactions as mothers.

Randy M. Wolfson and Virginia DeLuca, *Couples with Children*

An outstanding practical and experiential book describing the major stresses on couples as they adjust to being parents.

PARENTMAKING: A Practical Handbook for Teaching Parent Classes About Babies and Toddlers by B. Annye Rothenberg, Ph.D., Sandra L. Hitchcock, Mary Lou S. Harrison, and Melinda S. Graham. Copyright © 1981 by The Banster Press, P.O. Box 7326, Menlo Park, CA 94025.

HANDOUT

READING LIST

(2–3 years)

Child Development

Louise Bates Ames and Frances L. Ilg, *Your Two-Year-Old: Terrible or Tender*
Another good Gesell book, specifically discusses two-year-olds.

T. Berry Brazelton, *Doctor and Child*
A series of articles dealing with topics of concern for parents of children in the newborn through early childhood age range.

Stella Chess, A. Thomas, H. G. Birch, *Your Child is a Person*
Deals with particular stages or issues in infant and child development and how children of different temperaments are helped or hindered by their parents in getting through these stages.

Elizabeth Crary, *Without Spanking or Spoiling*
A useful handbook with exercises to practice a wide range of useful discipline techniques.

Fitzhugh Dodson, *How to Parent*
Helpful in developing a philosophy of child raising.

George Early et al., *The Growing Child* (22 North Second Street, Lafayette, Indiana 47902)
A monthly pamphlet (updated annually) on child development that devotes one issue to each month of a child's life, newborn through 6 years. Your subscription can begin with the issue that describes your child's current age. A subscription is $11.95 per year.

Frances Ilg and Louise Ames, *Child Behavior (from birth to ten)*
Useful handbook on normal changes in development, behavior and habits.

Molly Mason Jones, *Guiding Your Child from Two to Five*
This is an excellent book on discipline, play, and most other situations you encounter in child rearing. Helps in gearing your focus toward preschool ages and away from just seeing your child as a baby. (The book is out of print but should be available through your library.)

David Pushaw, *Teach Your Child to Talk* (CEBCO-Standard Publishing Co., 9 Kulick Rd., Fairfield, N.J. 07006)
A guide to normal speech development and stimulation.

L. J. Stone and J. Church, *Childhood and Adolescence*
Has some useful chapters on toddlers' and preschool children's behavior and development.

Emotional Development

Dorothy Briggs, *Your Child's Self-esteem*
Useful book of guidelines for parents to use in helping their child to develop good feelings about himself.

Selma Fraiberg, *The Magic Years*
Looks at a child's behavior from the child's point of view.

Children's Play; Play Groups and Nursery Schools

Elizabeth Gregg and Judith Knotts, *Growing Wisdom, Growing Wonder*
Outstanding book on children's learning and how parents can easily enrich these experiences.

Ruth E. Hartley and Robert M. Goldenson, *The Complete Book of Children's Play*
A thorough book of activities with discussions of each age's interests. Covers newborn to teens. Excellent appendix covering toys, records, books, hobbies, song books, and magazines.

Katherine Read, *The Nursery School*
Written for nursery school teachers and students but helpful for parents who want to know

PARENTMAKING: A Practical Handbook for Teaching Parent Classes About Babies and Toddlers by B. Annye Rothenberg, Ph.D., Sandra L. Hitchcock, Mary Lou S. Harrison, and Melinda S. Graham. Copyright © 1981 by The Banster Press, P.O. Box 7326, Menlo Park, CA 94025.

READING LIST (continued)

more about "good" nursery schools from the inside point of view.

Marie Winn and Mary Ann Porcher, *The Playgroup Book*
An excellent book on setting up play groups. It focuses on three- and four-year-olds but there is much of importance for parents of two-year-olds as well. (This book is out of print but should be available through your library.)

Safety/Medical/Illness

Martin I. Green, *A Sigh of Relief*
Excellent first aid book.

Jack G. Shiller, *Childhood Illness*
A thorough treatment of all types of common illness. Designed to reduce the number of calls to the pediatrician.

Parents

Virginia Barber and Merrill Maguire Skaggs, *The Mother Person*
An outstanding book dealing with women's experiences and feelings; offers ways to cope with parenting.

Henry Biller and Dennis Meredith, *Father Power*
A useful book for helping men adapt to their role as fathers.

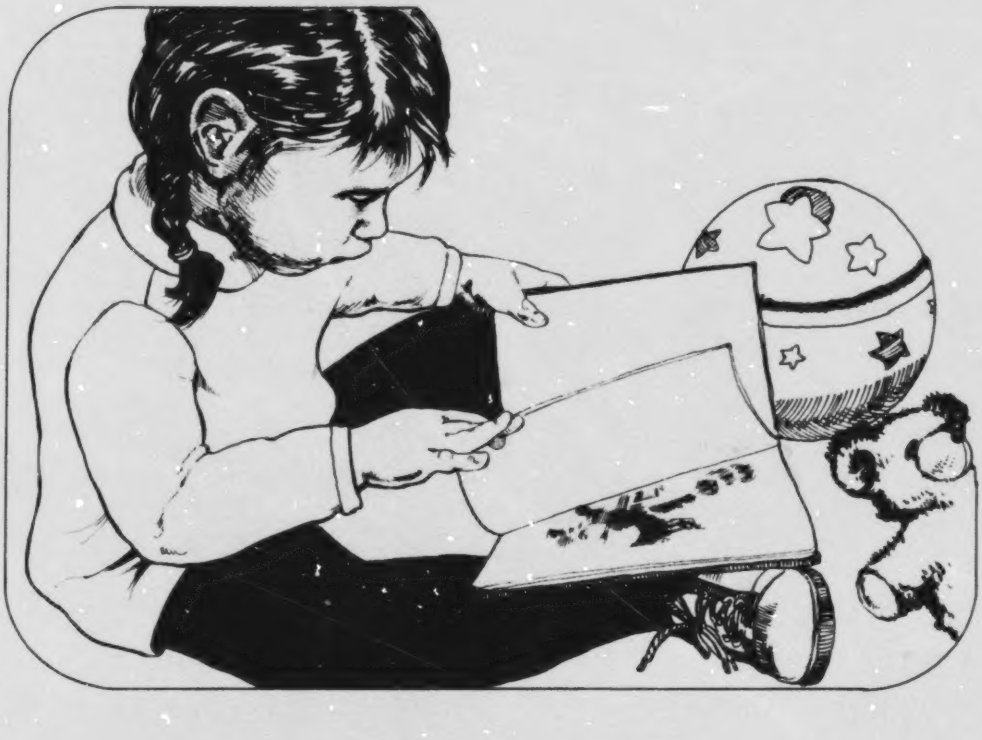
Angela McBride, *The Growth and Development of Mothers*
Helps women better understand themselves and their reactions as mothers.

Randy M. Wolfson and Virginia DeLuca, *Couples with Children*
An outstanding practical and experiential book describing the major stresses on couples as they adjust to being parents.

part seven

APPENDICES

resources, information and forms



A

READINGS AND OTHER INFORMATION FOR INSTRUCTORS

Books for General Teaching Preparation

Barber, Virginia and Skaggs, Merrill Maguire, *The Mother Person* (New York: Schocken Books, 1975). An excellent book about the reality of being a mother.

Biller, Henry and Meredith, Dennis, *Father Power* (New York: Anchor Press/Doubleday, 1975). A useful book for helping men adapt to their role as father.

Brazelton, T. Berry, *Infants and Mothers* (New York: Dell Publishing Co., Inc., 1972). An outstanding book that deals with the first year of life—month by month—comparing babies of three different temperaments.

Brazelton, T. Berry, *On Becoming a Family* (New York: Delacorte Press, 1981). An excellent book detailing infant behavior and development and differences in mothers' and fathers' behavior and feelings during the early attachment as a family.

Brehm, Sharon S., *Help for Your Child—A Parent's Guide to Mental Health Services* (Englewood Cliffs, N.J.: Prentice Hall, 1978). Helpful for parents whose child may need further professional help.

Briggs, Dorothy, *Your Child's Self-Esteem* (Garden City, N.Y.: Doubleday and Company, Inc., 1975). Useful book of guidelines for parents to use in helping their child develop good feelings about himself.

Burck, Frances Wells, *Babysense* (New York: St. Martin's Press, 1979). Excellent information on parents' concerns during a baby's first year, with helpful suggestions from other parents.

Caplan, Frank, ed., *The First Twelve Months of Life* (New York: Grosset & Dunlap, 1973). A thorough description of a baby's development, month by month. More systematic than *Infants and Mothers* but with no emphasis on individual differences among babies.

Caplan, Frank, ed., *The Second Twelve Months of Life* (New York: Grosset & Dunlap, 1977). Similar in approach to Caplan's *First Twelve Months of Life*; a helpful guide on behavior and development.

Chess, Stella, Thomas, Alexander, and Birch, Herbert G., *Your Child is a Person* (Baltimore, Md.; Penguin Books, 1977). Deals with particular stages or issues in infant and child development and how children of different temperaments are helped or hindered by their parents in getting through these stages.

Dodson, Fitzhugh, *How to Discipline—With Love* (New York: New American Library, 1978). Good focus on discipline from infancy through adolescence.

Faber, Adele and Mazlish, Elaine, *Liberated Parents, Liberated Children* (New York: Grosset & Dunlap, 1974). This book shows how Ginott's suggestions (*Between Parent and Child*) can help parent-child relationships.

Fraiberg, Selma, *The Magic Years* (New York: Charles Scribner's Sons, 1959). Looks at a child's behavior from the child's point of view.

Gesell, Arnold, Ilg, Frances, and Ames, Louise, *Infant and Child in the Culture of Today* (New York: Harper and Row, 1974). A good book on development in the Gesell style; covers newborn to age 5, with a useful section on nursery school behavior as well.

Johnson & Johnson Baby Products Co., *The First Wondrous Year* (New York: Macmillan & Co., 1979). An excellent book detailing infant development, written with parents' interests in mind. Beautiful pictures. Also, *Your Toddler*; *Your Preschooler*.

Jones, Molly Mason, *Guiding Your Child from Two to Five* (New York: Harcourt, Brace & World, Inc., 1967). Covers discipline, play, and most other situatins you encounter in child rearing. Helps a parent gear her focus toward pre-school and less toward her child as a baby. Outstanding. (The book is out of print but should be available through your library.)

Leach, Penelope, *Your Baby and Child* (Westminster, Md.: Alfred A. Knopf, 1978). An excellent guide for parental interests and concerns in the newborn to five-year-old period.

Rakowitz, Elly and Rubin, Gloria, *Living With Your New Baby* (New York: Watts, Inc., 1978). A valuable reference for nearly all parental concerns about the first three months of a baby's life.

Salk, Lee, *What Every Child Would Like His Parents to Know* (New York: Warner, 1972). Presents common questions of parents with children from infancy through adolescence and helpful answers.

Satir, Virginia, *Peoplemaking* (Palo Alto: Science and Behavior Books, 1972). A valuable book for understanding the influence of family members on each other.

Stone, L. Joseph and Church, Joseph, *Childhood and Adolescence* (New York: Random House, 1979). Has some chapters on toddlers' and preschool children's behavior and development.

White, Burton L., *The First Three Years of Life* (Englewood Cliffs, N.J.: Prentice-Hall, 1975). A detailed guide to the cognitive and emotional development of the young child along with suggested child rearing methods.

Wolfson, Randy M. and DeLuca, Virgina, *Couples with Children* (New York: Dembner Books, 1981). An outstanding practical and experiential book describing the major stresses on couples as they adjust to being parents.

Books About Nutrition

Castle, Sue, *The Complete Guide to Preparing Baby Foods at Home* (New York: Doubleday & Company, Inc., 1973). A very complete book of recipes, nutritional information, equipment for easy food preparation, and storage tips.

Eiger, Marvin and Olds, Sally, *The Complete Book of Breast Feeding* (New York: Bantam Books, 1972) Good information on nursing.

Pipes, Peggy L., *Nutrition in Infancy and Childhood* (St. Louis: C. V. Mosby Co., 1977). A good technical reference for nutrition concerns.

Pryor, Karen, *Nursing Your Baby* (New York: Pocket Books, 1977). Offers much help with nursing.

Books About Safety and Illness

Consumer Guide, *The Complete Baby Book* (New York: Simon & Schuster, 1979). A valuable guide for evaluating the many products used by babies.

Green, Martin, *A Sigh of Relief* (New York: Bantam Books, 1977). Provides information on prevention and first aid for all types of childhood emergencies. Excellent illustrations.

Pantell, Robert H., Fries, James F., and Vickery, Donald M., *Taking Care of Your Child* (Menlo Park, Ca.: Addison-Wesley Publishing Co., 1977). A useful guide to common medical ailments in children; includes suggested treatment.

Books About Language

Pushaw, David, *Teach Your Child to Talk: A Parent Handbook* (Fairfield, N.J.: CEBCO/Standard Publishing Co., 1976). A good book on language stimulation and development in the first five years of life. (The book can be ordered from CEBCO/Standard Publishing Co., 9 Kulick Road, Fairfield, New Jersey 07006. Single copies are $2.25.)

Books About Play Groups and Nursery Schools

Read, Katherine, *The Nursery School* (Philadelphia: W. B. Saunders Company, 1976). Written for nursery school teachers and students but would be helpful for those parents who want to know more about "good" nursery schools from the inside point of view.

Winn, Marie and Porcher, Mary Ann, *The Playgroup Book* (Baltimore: Penguin Books, Inc., 1967). This is an excellent book on setting up play groups. It focuses on three- and four-year-olds but there is much of importance for parents of two-year-olds as well. (This book is out of print but should be available through your library.)

Books About Play

Aston, Athina, *How to Play With Your Baby* (Larchmont, N.Y.: Fountain Publishing Co., 1971). A good approach to playing with a baby up to two years of age.

Gregg, Elizabeth and Knotts, Judith, *Growing Wisdom, Growing Wonder* (New York: Macmillan, 1980). Outstanding book on children's learning and how parents can easily enrich these experiences.

Trelease, Jim, *The Read-Aloud Handbook* (New York: Penguin, 1982). Discusses value of reading aloud to children as a major learning tool.

Reviews[1]

Both of the following are excellent sources of information on childbirth and parenting books including reviews of new and recently published books. Published several times each year.

Birth and Life Bookstore, Inc., *Imprints* (P.O. Box 70625, Seattle, Wa. 98107).
International Childbirth Education Association, *Bookmarks* (P.O. Box 20048, Minneapolis, Mn. 55420).

Organizations Involving Child-Rearing Educators and Education

American Society for Psychoprophylaxis in Obstetrics, 1411 K Street N.W., Washington, D.C. 20005.
Center for Parent Education, 55 Chapel Street, Newton, Mass. 02160.
Family Resource Coalition, 230 North Michigan Ave., Chicago, Illinois 60601.
International Childbirth Education Association, P.O. Box 10852, Milwaukee, Wis. 53220.
National Association for the Education of Young Children, 1834 Connecticut Ave., N.W., Washington, D.C. 20009.
National Center for Clinical Infant Programs, 733 Fifteenth St. N.W., Washington, D.C. 20005.

Journals

Children Today, Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20009. The journal of the Children's Bureau, U.S. Office of Human Development Services.

Young Children, NAYEC, 1834 Connecticut Ave. N.W., Washington, D.C. 20009. The journal of the National Association for the Education of Young Children.

Child Development, University of Chicago Press, 5801 Ellis Avenue, Chicago, Ill. 60637. The journal of the Society for Research in Child Development.

Books About Theory and Research

Osofsky, Joy D. (ed.), *Handbook of Infant Development* (New York: John Wiley & Sons, Inc., 1979). A complete book about current research on infancy.

Magazines

American Baby,[2] 575 Lexington Ave., New York, N.Y. 10022.
Mothers' Manual, P.O. Box 243, Franklin Lakes, N.J. 07417.
Parents' Magazine, 685 Third Avenue, New York, N.Y. 10017.

Magazine Reprints

From *American Baby*—Send $1.00 per back issue to Back Issues Department, *American Baby*, 575 Lexington Ave., New York, N.Y. 10022.

From *Mothers' Manual*—Send $.50 per copy to Reprints Editor, *Mothers' Manual*, 441 Lexington Ave., New York, N.Y. 10016.

From *Parents' Magazine*—Write to Diane Watson, *Parents'* magazine, 685 Third Avenue, New York, N.Y. 10017.

From *Redbook*—Send $.50 per copy to Cathryn Hemlepp, Public Relations, *Redbook*, 230 Park Ave., New York, N.Y. 10017.

Newsletters for Parents

These newsletters all provide helpful information and news to parents.

A Letter from Dr. Lee Salk, 941 Park Avenue, New York, N.Y. 10028. (Subscription costs $18 for 12 monthly issues.)

Growing Child, Dunn & Hargitt, 22 North Second St., Lafayette, Ind. 47902. A monthly pamphlet on child development that devotes one issue to each month of a child's life, newborn to six years. (A subscription costs $11.95 per year and can begin with the current age of the subscriber's child.) Includes subscription to *Growing Parent*.

New Mother News, P.O. Box 864, Montclair, N.J. 07042. (Subscription costs $19.95 for 12 issues.)

Practical Parenting, 18326B Minnetonka Blvd., Deephaven, Minn. 55391. (Subscription costs $6.50 for 6 issues.)

---

[1] This and the following entries are only a sampling of the many books, magazines, journals, and organizations that are available.

[2] Through the Educational Program for Prenatal and Babycare Classes, under the auspices of *American Baby* magazine, the many free booklets and aids various companies have available for new and expectant parents and their instructors can be ordered for you. Send to *American Baby* magazine for further information on this program.

B

SAMPLE PUBLICITY AND REGISTRATION FORMS

Boxed Display Ad to Advertise for Instructors

CHILD-REARING/PARENT EDUCATOR

Quarter-time position available for a woman with very young children who has the professional background, experience and interest to help develop and teach well-organized classes on child rearing and child development information, techniques, and observation skills to parents of "normal" babies and toddlers at a mid-peninsula children's services agency. Send details of background to [*P.O. box number or address*].

Newspaper Publicity Article

CHILD-REARING CLASSES SLATED

Classes at the [*name of program or agency*] in [*name of city*] will begin in [*name of month*] and continue for [*number of weeks*] until [*name of month*]. Scheduled classes are: "[*series' title*]" ([*age range of children involved*]), taught by [*instructor's name*], beginning [*day of week, date*], from [*time period*]. [*Additional classes should be listed following the same format.*]

According to [*program head or instructor's name*], the purpose of the classes is to help parents understand more about their relationship with their child as they learn about their child's development as well as their own needs. Through the use of lectures, discussion, and observation of the children, parents learn more about the meaning of their child's behavior and how the world looks from a child's point of view. Each course, [*program head or instructor's name*] says, focuses on one particular age range and is appropriate for parents when their child is in that range.

Although the topics covered are different in each class, typical topics include play and stimulation, setting limits, social relationships among children, nutrition, establishing or improving existing routines such as sleeping, what it means to be a parent, and relationships between husbands and wives [*or list your topics here*].

Emphasis in all the courses, [*program head or instructor's name*] says, is on helping parents learn problem-solving and observation skills and on recognizing their child's uniqueness and their uniqueness as parents.

Children come regularly to the program with their [*mothers or parents*] and a specially designed "playcare" program is provided for each age group. The youngest babies, however, stay with their parents. Fathers also have an opportunity to come to the program with the children during the series [*include if applicable*].

Instructors in the program are [*list instructors' backgrounds*]. All are also mothers of young children.

Further information or registration details may be obtained by contacting [*list name, address, and phone number*]. There is a fee [*or no fee if applicable*] for the classes.

Informational Flyer for Parents

[*name, address, and phone number of program or agency*]

Purpose: When parents become involved in the job of raising a child, they often realize how little training they have had for such an important and demanding profession. There are so many new experiences and feelings during the years of child rearing that most parents have found that they would like to have more support.

The classes offered by [*name of program or agency*] have been a valuable support to parents since the program began in [*date*]. The major goals of these classes are to help parents become more knowledgeable about child rearing and more comfortable with their role.

Schedule of Classes: [*Number of classes*] covering the [*age range of children involved*] are offered [*number of times a year*] beginning in [*date*]. Each class meets for [*number of hours*] [*number of times a week*] during the [*day or evening*] for [*number of weeks*] and is appropriate for parents to take when their child is within any of the following age ranges:

[*list titles of series and age ranges*]

Fathers participate in the program by attending an extra class with the children held [*day of week*] during the series. During this session, fathers work on issues that are important to them in their new role and have an opportunity to observe their child and other children of a similar age [*include this information if applicable*].

Content: The classes offer education about the behavior and development of children as well as the adjustments and challenges facing parents. The topics that are important naturally differ in each age group, but some of the most typical areas that are covered are normal development; play and learning; setting limits; social relationships among children; nutrition; establishing or improving existing routines such as sleeping, eating, etc.; individual differences among children and parents; and needs and feelings of parents [*or list your topics here*].

The presentations and discussions are structured, yet humor, warmth, and informality are encouraged as parents share ideas with each other, hear information presented by the instructor, receive practical handouts, and observe the children.

All the material presented is a combination of the most "tried and true" aspects of child psychology as well as parents' "on-the-job" learning. Emphasis in all classes is on developing the necessary skills for the long-term role as a parent: learning problem-solving skills, learning observation techniques, and recognizing and dealing with the child's and parent's individuality while harmonizing the two.

Playcare: While parents are attending classes, a playcare program is provided for the children at a nominal fee. The children benefit from being with other children in a special play area with appropriate activities and toys while they are cared for by concerned and involved adults. During each class the parents observe the children [*mention one-way observation window if available*] to develop a better understanding of their behavior and development.

In the Young Baby Class, the babies stay with their [*mothers or parents*] during the classes, but there is help in caring for the babies on an "as-needed" basis.

Staff: The staff of instructors in this program consists of [*list backgrounds of leaders*]; all are also mothers of very young children. The instructors are: [*list names and degrees or positions*].

Fees: [*Note titles of series and fees if applicable.*]

Enrollment: Classes are open to all parents of "well" young children. Each class is limited to [*number of families*]. If you are interested in these classes or [*note additional services if available*], please call [*name of program or agency*] at [*phone number*] or fill out and return the detachable form.

Additional Services [*list if available*]:

- *Warm-line*—Parents of young children may call to briefly discuss their questions or concerns about child rearing and parenting.

- *Child Rearing Conferences*—The staff also meets with parents of "well" children [*age range*] in [*length of session*] to help them work on child-rearing areas that they have questions about. Topics that are frequently dealt with are: how much to expect from your child, what kind of discipline to use to encourage cooperation, handling sleep problems, working with aggression or shyness in your child, parents' feelings, etc. There is a fee [*or no fee*] for this service.
- *Location:* [*Note address of meeting place and any well-known buildings or areas it is close to.*]

....

[*name and address of program or agency*]

Please check the appropriate lines.

_____ Please send me a registration form.
I'm most interested in the following series for which I've circled the age group and date.
[*list age ranges and beginning dates of series*]

_____ Please give me a phone call. I'd like to learn some more about these classes.

_____ I'm interested in [*list additional services if applicable*]. Please call me.

Parents' names: ________________
Child's name: ________________
Child's birth date: ________________
Address: ________________
________________ Zip ________
Telephone: ________________

Initial Information Request Form

To be notified of: [*list class series*]

Date: __________ Time: __________
Parent's name: ________________
Child's name: ________________
Birth date: __________ Age: ________
Address: ________________
____
Phone: ________________
Comments:

Called back by: __________ Date: ______
What did parent want to know?:

What was she told?:

What was the outcome?:

Guidelines for Answering Telephone Inquiries

Instructions and Answers to Frequently Asked Questions About the Classes

Please ask the person's name and the age of his or her child as soon as you can in the conversation. This will help you give the appropriate answers to the questions.

Purpose of the classes: To help you learn more about your child and about yourself as a parent. You will also learn some techniques that are very useful to parents of young children.

How are the classes taught? (What do we do in the classes?) You will learn through the three parts of our classes that take place each week:

- Lecture and handouts on the main topic of that week;
- Group discussion on the main topics of the week as well as on other questions raised;
- Observation of the children.

Who teaches the classes? Instructors with backgrounds in [*list backgrounds*] who are all also mothers of young children.

What is the length of the series? [*Note number of weeks, length of each class, and if there is an additional class for spouses.*]

How many are in the class? Usually the group is limited to [*number of people*] so there can be enough time for everyone to be involved in the discussions.

What class should my child be in? Start when your child is:

1-5 months	for	Young Baby class
7-12 months	for	Older Baby class
15-20 months	for	Toddler class
2 years- 2 years 8 mos.	for	Two-Year-Old class

[*substitute your age ranges and names of classes above*]

How can I register? Describe registration procedure—mail or in person—and when it takes place.

NOTE: You may also want to provide specific information on: what is taught, who the teacher is, what the cost is, when the class meets, and how the children are cared for, since most of this information is different for each class.

Cover Letter for Registration Form

[*name, address, and phone number of program or agency*]

Dear Parents:

We are sending you a copy of an announcement about our series on [*young babies, older babies, etc.*]. This [*number of weeks*] series is part of a program at the [*name of program or agency*] and has been developed for parents whose children are [*age range*]. It was first taught in [*month and year*] and has been repeated every [*how often*] since then.

In our series, we teach parents more about [*infant or child*] development and the meaning of their [*baby's or child's*] behavior. We present information on many topics such as [*give examples such as play and learning, nutrition, etc.*]. "Playcare" for the children is provided, and we have an opportunity to observe the children each week. The goals of our classes are to help you feel more comfortable and secure in handling your child's behavior, and to try to help you meet your own and your child's needs more satisfactorily so that your enjoyment of each other can be increased.

You will have many opportunities during the series to share your experiences and your feelings and to begin to develop an overall set of guidelines for your own family's approach to child rearing.

The [*name of program*] was started because many parents in the community as well as many of our staff felt that there was not enough available help and support for the extremely challenging job of being a parent. The staff of this program consists of [*list backgrounds*].

If you are interested in this series and have further questions after you read the enclosed announcement, don't hesitate to call.

Sincerely,

[*staff member*]
[*title*]

Registration Form

[*name, address, and phone number of program or agency*]
Presents a Series FOR PARENTS

[*Title and age range of series*]
[*Number of classes in series and beginning date*]

Content: includes information on the development and needs of children and the meaning of their behavior; play and stimulation; setting limits; nutrition; problems that new parents experience; helping parents find ways to make themselves and their relationship with their children more comfortable. [*substitute other topics for the above as appropriate*].

Method: Presentation, group discussion, and observation of the children.

Time: [*Day and time*]

Instructor: [*Name and degree or title.*]

Consultant: [*Name and degree or title, if applicable.*]

Fee: [*Amount and any additional fee for playcare expenses.*]

Information/Registration: For further information, please call the instructor at [*phone number*].

To register: Please fill out the attached form and return it with your check to [*instructor or program head*]. (*Enrollment is limited.*) Reservations will be accepted as received by mail on a first come, first served basis.

Other Programs: [*If applicable, list other class series offered and instructor to contact.*]

……

Reservation Form

I would like to enroll in the series entitled [*name of series*] to be started on [*day and date*] at [*time*] and continuing for [*number of sessions*].

Parents' names: ______________ Phone _______
Child's name: ______________ Birth date _______
Address: ____________ City: ________ Zip: ______

Are you planning to bring your child here for "playcare"? ______ Yes ______ No

Please return this form with your check made out to [*name of program or agency*]. Send to [*name of instructor or program head and address*]. You will receive a confirmation of your reservation by mail [*if applicable*].

Sample Policy Statement for Program Registration

Registration send-outs by [*name of program or agency*]. All "current" families listed in the card file whose children are within the age range of the class will be sent registration forms (and cover letters) approximately [*number of weeks or months*] before the class begins. (The "age ranges" are [*list ranges*].) *No priority is given to old or new people.*

Registration response by parents. All registration will be handled by [*mail or in person*].

Filling a class. The *first* [*number of people*] whose forms are returned with a check will be accepted in the class. The order of return is determined by the [*postmark or time received*].

If registration forms are received from one or two families whose child's age is at the opposite end from others in the group, the instructor is responsible for discussing this point by phone with the parents and recommending a later or older class or whatever is appropriate. *The parent's decision, however, is binding.*

After a class has been filled. If registration forms and checks are received after a class has been filled, the instructor will call these parents and discuss other options. If the parent wants her check to be kept, she is guaranteed a place in the next appropriate age class and this point should be noted by the instructor both on the parent's file card *and* in the Class Members' folder. If the person does not want her check held, it should be returned and she can be notified of the next class if she desires.

Registration for a future class. Registration for a future class can be accepted for only those people whose forms are sent in too late for a current class. (Forms and checks must have been sent to [*name of program or agency*] prior to the day before a class begins.) Advance registration cannot be made at any other time or in any other way.

Notifying for a future class. To keep our file up-to-date, we will be adding a tear-off form to the registration packet for people to return to us if they cannot take a current class *and* want to be notified of a future class.

Payment. No one can begin a child-rearing class without having paid for the class in full prior to its start.

Fees. Registration fees for each series are [*list amounts if applicable*] with an additional "playcare" cost [*if applicable*].

Confirmation Letter and Attachments

[*name, address, and phone number of*
program or agency]

[*date*]

Dear Parents:

We have received your reservation form and payment for [*number of sessions*] series "[*name of series*]" which will be held at [*location*] beginning [*day and date*] from [*time*]. We're glad you'll be able to join us.

We are located at [*address and pertinent directions*]. Let's meet in the [*specific room or area*].

During the orientation, we'll be talking more about the series and what your major child rearing interests and questions are. We'll also be giving the children and you a chance to get familiar with the "playcare" room and their "teachers" and giving people a chance to know each other better. We'll all be staying with the children for a while to help them get comfortable.

For your child's care here, please bring [*list necessary equipment such as diapers*]. You can put the equipment in a bag with *your child's name on it.* You will also be able to write down special instructions for the "teachers" when you get here. There will be a list of the children and their "teachers" on the door of the "playcare" room.

Please pack [*lunch or snack, if applicable*] for your child. This will be served to him around [*time*]. We think the children will really enjoy eating together.

The fee for "playcare" will be [*amount*] for the entire series which we will collect when we see you. (You can write a check if you'd like.) There will be experienced "teachers" to be with the children so that we anticipate they will be well cared for. We're sure your children will find this group experience to be very enjoyable.

We shall look forward to seeing you [*day, date, and time*].

Sincerely yours,

[*Staff member*]
[*title*]

P.S. In preparation for our first class, please fill out the attached forms. There are some instructions at the top of both.

Knowing your child-rearing interests and concerns will help us to make up a series outline that will be more meaningful for you; it will also help us to get to know you better.

Please bring your completed forms to *our first session.* If you have any questions, give me a call.

CURRENT CONCERNS

Please describe the concerns you are having now with regard to your child. Include some detail on how you're handling these things at home.

Parent's name ______________________ Date ________ Child's age _____

PARENTMAKING: A Practical Handbook for Teaching Parent Classes About Babies and Toddlers by B. Annye Rothenberg, Ph.D., Sandra L. Hitchcock, Mary Lou S. Harrison, and Melinda S. Graham. Copyright © 1981 by The Banster Press, P.O. Box 7326, Menlo Park, CA 94025

PARENT'S INTERESTS

YOUNG BABIES

Please put an "I" at the place along each line below that shows the extent to which you are *interested* in learning more about the particular area. Then put a "C" along each line to show the extent to which you have *concerns* about that topic.

1. Understanding the stages of infant development (physical, social-emotional, intellectual, language)

1	2	3	4	5
Great extent	Quite a bit	Some	Very little	None

2. Playing with and stimulating a baby

1	2	3	4	5
Great extent	Quite a bit	Some	Very little	None

3. Nursing, feeding, and nutrition

1	2	3	4	5
Great extent	Quite a bit	Some	Very little	None

4. Handling baby's crying

1	2	3	4	5
Great extent	Quite a bit	Some	Very little	None

5. Schedules

1	2	3	4	5
Great extent	Quite a bit	Some	Very little	None

6. Coping with a sick baby

1	2	3	4	5
Great extent	Quite a bit	Some	Very little	None

7. Safety and common accidents

1	2	3	4	5
Great extent	Quite a bit	Some	Very little	None

8. Leaving child with a baby-sitter

1	2	3	4	5
Great extent	Quite a bit	Some	Very little	None

9. Baby equipment

1	2	3	4	5
Great extent	Quite a bit	Some	Very little	None

10. Local programs and community resources for infants and parents

1	2	3	4	5
Great extent	Quite a bit	Some	Very little	None

PARENTMAKING: A Practical Handbook for Teaching Parent Classes About Babies and Toddlers by B. Annye Rothenberg, Ph.D., Sandra L. Hitchcock, Mary Lou S. Harrison, and Melinda S. Graham. Copyright © 1981 by The Banster Press, P.O. Box 7326, Menlo Park, CA 94025.

11. Adjusting to parenthood

1	2	3	4	5
Great extent	Quite a bit	Some	Very little	None

12. Changes in the husband-wife relationship

1	2	3	4	5
Great extent	Quite a bit	Some	Very little	None

13. Spouse-baby relationship

1	2	3	4	5
Great extent	Quite a bit	Some	Very little	None

14. Your child's behavior or development—how normal it is

1	2	3	4	5
Great extent	Quite a bit	Some	Very little	None

15. Anything else: (mention what it is and then mark the scale below)

1	2	3	4	5
Great extent	Quite a bit	Some	Very little	None

16. Anything else: (mention what it is and then mark the scale below)

1	2	3	4	5
Great extent	Quite a bit	Some	Very little	None

17. Anything else: (mention what it is and then mark the scale below)

1	2	3	4	5
Great extent	Quite a bit	Some	Very little	None

Parent's name ______________________________ Date __________ Child's age ______

PARENTMAKING: A Practical Handbook for Teaching Parent Classes About Babies and Toddlers by B. Annye Rothenberg, Ph.D., Sandra L. Hitchcock, Mary Lou S. Harrison, and Melinda S. Graham. Copyright © 1981 by The Banster Press, P.O. Box 7326, Menlo Park, CA 94025.

PARENT'S INTERESTS

OLDER BABIES

Please put an "I" at the place along each line below that shows the extent to which you are *interested* in learning more about the particular area. Then put a "C" along each line to show the extent to which you have *concerns* about that topic.

1. Limit setting and discipline

1	2	3	4	5
Great extent	Quite a bit	Some	Very little	None

2. "Child-proofing" and safety

1	2	3	4	5
Great extent	Quite a bit	Some	Very little	None

3. Nutrition and eating habits (what and how your child eats)

1	2	3	4	5
Great extent	Quite a bit	Some	Very little	None

4. Weaning from breast or bottle

1	2	3	4	5
Great extent	Quite a bit	Some	Very little	None

5. Baby's patterns and schedules

1	2	3	4	5
Great extent	Quite a bit	Some	Very little	None

6. Cognitive and motor development

1	2	3	4	5
Great extent	Quite a bit	Some	Very little	None

7. Play and learning

1	2	3	4	5
Great extent	Quite a bit	Some	Very little	None

8. Social development (interaction with other babies, etc.)

1	2	3	4	5
Great extent	Quite a bit	Some	Very little	None

9. Language development

1	2	3	4	5
Great extent	Quite a bit	Some	Very little	None

10. Baby's needs and demands

1	2	3	4	5
Great extent	Quite a bit	Some	Very little	None

PARENTMAKING: A Practical Handbook for Teaching Parent Classes About Babies and Toddlers by B. Annye Rothenberg, Ph.D., Sandra L. Hitchcock, Mary Lou S. Harrison, and Melinda S. Graham. Copyright © 1981 by The Banster Press, P.O. Box 7326, Menlo Park, CA 94025.

11. Emotional development (Temperament, behavior, etc.)

1	2	3	4	5
Great extent	Quite a bit	Some	Very little	None

12. Habits (thumb sucking, crib rocking, etc.)

1	2	3	4	5
Great extent	Quite a bit	Some	Very little	None

13. Handling a sick baby

1	2	3	4	5
Great extent	Quite a bit	Some	Very little	None

14. Traveling with your baby

1	2	3	4	5
Great extent	Quite a bit	Some	Very little	None

15. Dealing with difficult feelings that parents have

1	2	3	4	5
Great extent	Quite a bit	Some	Very little	None

16. Roles and relationships within the family

1	2	3	4	5
Great extent	Quite a bit	Some	Very little	None

17. One-child and more-than-one-child families/ spacing of children

1	2	3	4	5
Great extent	Quite a bit	Some	Very little	None

18. Your child's behavior or development—how normal it is

1	2	3	4	5
Great extent	Quite a bit	Some	Very little	None

19. Anything else: (mention what it is and then mark the scale below

1	2	3	4	5
Great extent	Quite a bit	Some	Very little	None

20. Anything else: (mention what it is and then mark the scale below)

1	2	3	4	5
Great extent	Quite a bit	Some	Very little	None

Parent's name ______________________________ Date __________ Child's age ______

PARENTMAKING: A Practical Handbook for Teaching Parent Classes About Babies and Toddlers by B. Annye Rothenberg, Ph.D., Sandra L. Hitchcock, Mary Lou S. Harrison, and Melinda S. Graham. Copyright © 1981 by The Banster Press, P.O. Box 7326, Menlo Park, CA 94025.

PARENT'S INTERESTS

TODDLERS

Please put an "I" at the place along each line below that shows the extent to which you are *interested* in learning more about the particular area. Then put a "C" along each line to show the extent to which you have *concerns* about that topic.

1. Limit setting (discipline)

1	2	3	4	5
Great extent	Quite a bit	Some	Very little	None

2. Socializing among children

1	2	3	4	5
Great extent	Quite a bit	Some	Very little	None

3. Sleeping—naps, bedtime

1	2	3	4	5
Great extent	Quite a bit	Some	Very little	None

4. Nutrition, eating habits

1	2	3	4	5
Great extent	Quite a bit	Some	Very little	None

5. Emotional development

1	2	3	4	5
Great extent	Quite a bit	Some	Very little	None

6. Emotional outbursts

1	2	3	4	5
Great extent	Quite a bit	Some	Very little	None

7. Toilet training

1	2	3	4	5
Great extent	Quite a bit	Some	Very little	None

8. Language development

1	2	3	4	5
Great extent	Quite a bit	Some	Very little	None

9. Play and learning

1	2	3	4	5
Great extent	Quite a bit	Some	Very little	None

10. Play groups

1	2	3	4	5
Great extent	Quite a bit	Some	Very little	None

PARENTMAKING: A Practical Handbook for Teaching Parent Classes About Babies and Toddlers by B. Annye Rothenberg, Ph.D., Sandra L. Hitchcock, Mary Lou S. Harrison, and Melinda S. Graham. Copyright © 1981 by The Banster Press, P.O. Box 7326, Menlo Park, CA 94025.

11. Nursery school programs

1	2	3	4	5
Great extent	Quite a bit	Some	Very little	None

12. Local programs and community resources for toddlers and parents

1	2	3	4	5
Great extent	Quite a bit	Some	Very little	None

13. Traveling with toddlers

1	2	3	4	5
Great extent	Quite a bit	Some	Very little	None

14. How toddlers differ from each other

1	2	3	4	5
Great extent	Quite a bit	Some	Very little	None

15. How parents differ from each other

1	2	3	4	5
Great extent	Quite a bit	Some	Very little	None

16. Continuing your growth as a parent; meeting your needs as a person, spouse, and parent

1	2	3	4	5
Great extent	Quite a bit	Some	Very little	None

17. Spouses and their role as parent

1	2	3	4	5
Great extent	Quite a bit	Some	Very little	None

18. Husband-wife relationships

1	2	3	4	5
Great extent	Quite a bit	Some	Very little	None

19. Spacing between children

1	2	3	4	5
Great extent	Quite a bit	Some	Very little	None

20. Your child's behavior or development—how normal it is

1	2	3	4	5
Great extent	Quite a bit	Some	Very little	None

21. Anything else: (mention what it is and then mark the scale below)

1	2	3	4	5
Great extent	Quite a bit	Some	Very little	None

22. Anything else: (mention what it is and then mark the scale below)

1	2	3	4	5
Great extent	Quite a bit	Some	Very little	None

Parent's name ______________________________ Date __________ Child's age _____

PARENTMAKING: A Practical Handbook for Teaching Parent Classes About Babies and Toddlers by B. Annye Rothenberg, Ph.D., Sandra L. Hitchcock, Mary Lou S. Harrison, and Melinda S. Graham. Copyright © 1981 by The Banster Press, P.O. Box 7326, Menlo Park, CA 94025.

PARENT'S INTERESTS

TWO-YEAR-OLDS

Please put an "I" at the place along each line below that shows the extent to which you are *interested* in learning more about the particular area. Then put a "C" along each line to show the extent to which you have *concerns* about that topic.

1. "Terrible two's"—what's going on inside the child and how to deal with this stage

1	2	3	4	5
Great extent	Quite a bit	Some	Very little	None

2. General discipline guidelines

1	2	3	4	5
Great extent	Quite a bit	Some	Very little	None

3. Socializing among children

1	2	3	4	5
Great extent	Quite a bit	Some	Very little	None

4. Nursery school programs

1	2	3	4	5
Great extent	Quite a bit	Some	Very little	None

5. Play groups

1	2	3	4	5
Great extent	Quite a bit	Some	Very little	None

6. Learning and play

1	2	3	4	5
Great extent	Quite a bit	Some	Very little	None

7. Language development

1	2	3	4	5
Great extent	Quite a bit	Some	Very little	None

8. Children's fears

1	2	3	4	5
Great extent	Quite a bit	Some	Very little	None

9. Day-to-day hassles—eating, sleeping, etc.

1	2	3	4	5
Great extent	Quite a bit	Some	Very little	None

10. Toilet training

1	2	3	4	5
Great extent	Quite a bit	Some	Very little	None

PARENTMAKING: A Practical Handbook for Teaching Parent Classes About Babies and Toddlers by B. Annye Rothenberg, Ph.D., Sandra L. Hitchcock, Mary Lou S. Harrison, and Melinda S. Graham. Copyright © 1981 by The Banster Press, P.O. Box 7326, Menlo Park, CA 94025.

11. How two-year-olds differ from each other

1	2	3	4	5
Great extent	Quite a bit	Some	Very little	None

12. How parents differ from each other

1	2	3	4	5
Great extent	Quite a bit	Some	Very little	None

13. Continuing your growth as a parent; meeting your needs as a person, spouse, and parent

1	2	3	4	5
Great extent	Quite a bit	Some	Very little	None

14. Spouses and their role as parent

1	2	3	4	5
Great extent	Quite a bit	Some	Very little	None

15. Husband-wife relationships

1	2	3	4	5
Great extent	Quite a bit	Some	Very little	None

16. Incorporating a new baby into your family

1	2	3	4	5
Great extent	Quite a bit	Some	Very little	None

17. Your child's behavior or development—how normal it is

1	2	3	4	5
Great extent	Quite a bit	Some	Very little	None

18. Anything else: (mention what it is and then mark the scale below)

1	2	3	4	5
Great extent	Quite a bit	Some	Very little	None

19. Anything else: (mention what it is and then mark the scale below)

1	2	3	4	5
Great extent	Quite a bit	Some	Very little	None

20. Anything else: (mention what it is and then mark the scale below)

1	2	3	4	5
Great extent	Quite a bit	Some	Very little	None

Parent's name ________________________________ Date __________ Child's age ______

PARENTMAKING: A Practical Handbook for Teaching Parent Classes About Babies and Toddlers by B. Annye Rothenberg, Ph.D., Sandra L. Hitchcock, Mary Lou S. Harrison, and Melinda S. Graham. Copyright © 1981 by The Banster Press, P.O. Box 7326, Menlo Park, CA 94025.

C

SAMPLE ORIENTATION FORMS AND SERIES OUTLINES

General Information Form

[*name of program or agency*]

Description

The [*name of program or agency*] [*purpose and work of program or agency*]. It offers this series of classes to provide parent education for parents of normal young children.

Child-Rearing Program

The program has several facets.

Courses. Currently there are [*number of different series*], each taught [*number of times a year*]: [*list titles and age ranges*]. Each course is [*number of weeks*] long. "Playcare" for the children is available for all classes except the youngest [*if applicable*]; there, babies stay with their parents during most of the class. (After a parent has taken a class in the series, she is automatically notified of the next age-appropriate class in the program.)

"Warm-line" [*if applicable*]. The "warm-line" is available at no cost to people who are taking or have taken a class. If you have concerns about some aspect of child rearing, feel free to call [*phone number*] and ask for your instructor. She will return your call as soon as possible.

Child Rearing Conferences [*if applicable*]. If you have some problems that need more in-depth discussion than either the class or the warm-line can provide, you can call and make an appointment for a conference with one of the child-rearing program staff members. There is a fee [*or no fee*] for this service.

Class Information

Missing classes; sickness. Please call if you won't be able to come or you'll be late for a class. If you miss a class, call one of the other parents in the class to find out what was discussed since each class tends to be built on the previous one. (We'll save any handouts and give them to you the next week; we'll also mail you any observations that are due for the next class.) As far as children's sickness goes, the general guideline is not to bring your child during the first three days of a new cold and, of course, not to bring him when he has a temperature.

"Homework". Almost every week during the series you will be asked to observe your child and do some thinking and writing at home during the week. Since each class has a specific focus, parents seem to get more out of the series if they prepare ahead of time for each topic by relating it to their own child. We know being a parent is time-consuming, but please try to work on the observation sheets you are given.

Visitors. Sometimes, grandparents from out of town visit during the series. If you'd like, they are, of course, welcome to attend a class. Please let the instructor know if you plan to bring a visitor.

Fathers' Class. During one [*day and time of day*] later in the series, a Fathers' Class will be held. (This is an extra class.) All dads and children are encouraged to come. During the class, fathers will have an opportunity to see other children, share with each other, and learn information pertinent to child rearing. Sometimes a Couples' Class serves as an alternative to the Fathers' Class. This will be worked out between the instructor and the parents.

"Welcome to Our Child-Rearing Series" Form

[*name of program or agency*]

Please fill out this form and return it before you leave today.

Date: ____________________

Parent's name: ________________ Age: ____

Child's name: ________________ Age: ____

Pediatrician's name: ____________________

Phone no. or address: ____________________

1. Do you have other children?
   If so, what are their names and ages?
2. How long have you and your spouse been married?
3. What kind of work does your spouse do?
4. What kind of work have you done in the past?
5. Are you working now outside of your home?
   If yes, what kind of work are you doing?

   If no, are you planning to return to work in the next few months?
6. Are you getting any regular help at home (baby-sitting, housecleaning, etc.)?
   If yes, what kind of help are you getting and how frequent is it?
7. How did you hear about this series?
8. If you know of any classes you'll be missing during the series, please mark down approximately when and how many classes you will miss.

Sample Series Outlines* (all age groups)

SERIES OUTLINE
(1-6 months)

Orientation: introduction; parents' interests.

*Other classes***

Crying: reasons babies cry; dealing with periods of fretfulness; ways to comfort babies and things to do if they can't be comforted; how to handle the frustration and guilt feelings that come with letting/not letting your baby cry.

Patterns for sleeping and feeding: (what patterns??!!) helping babies develop patterns; how much sleep babies need; how you can find some time for yourself in the midst of all the changes.

Feeding and nutrition: breast- and bottle-feeding; introducing solid foods; guidelines for amount of food; pros and cons of commercial vs. homemade baby food; how to prepare baby food; allergies.
Pacifiers.
*Teething.****

Motor and intellectual development and their meanings.
Play and learning: spending time with your baby; parents' roles in guiding their baby's development; attention span; use of playpens and play areas; handling overstimulation.

Baby-sitters: how to find them; how to evaluate them; information to leave with them; parents' feelings about leaving their baby with a sitter.

---

*This and many of the other forms used in this program usually have the agency or program name at the top of the form, the name of the class and its age range just below that, and then the name of the form.

**Discussion of the question "How did the week go?" is an important and regular part of each class in this series, in addition to the topics listed here.

***Topics grouped together are usually covered in one session.

Coping with a sick baby: dealing with parents' feelings; ways to make baby more comfortable; when to call the doctor.

Adjusting to Parenthood: coping with times of low self-esteem, fatigue, and identity changes; how to be fair to your child and still do things for yourself; feelings about returning to work or staying home.

Changes in the husband-wife relationship: feelings about cooperation with spouses; husband-baby relationship; how things look from the husband's point of view; time for each other.

Safety and common accidents.

Equipment for babies.

Local programs and community resources related to infants.

Language and development.

Social development: nurturing the spirit of your child; what benefits a baby emotionally; differences among babies; influencing your child's characteristics; developing a child-rearing philosophy.

SERIES OUTLINE
(7-14 months)

Orientation: introduction; playcare plans for the children; parents' interests.

Other classes.

Nutrition: transition to table foods; developing adequate eating habits; individual eating style ("picky" eater, "overeater," food as a "pacifier"); concerns about breast-feeding, bottles, cups, pacifiers, and weaning.

Limit setting: setting consistent boundaries without stifling curiosity; effects of your baby's increasing maturity and mobility; coping with your baby's negative reactions and frustrations.

Child-proofing and safety precautions: first aid; providing protection without being overly restrictive.

Social and emotional development: dependence-independence issues; baby's needs and demands; fostering self-esteem.

Baby's patterns and schedules: daily routines of sleeping, eating, and play; encouraging your baby to sleep through the night.

Individual differences among babies: variations in temperament, behavior, and development and how these influence parenting styles.

Finding quality child care.

Adjusting to parenthood: what to expect from yourself; deciding what you really need for yourself; dealing with difficult feelings such as irritability, frustration, and guilt; growing as an individual and as a parent.

Play and learning: intellectual and motor development; providing a good play environment; selecting toys; parents' roles in the child's play; amount of quality time spent one-to-one.

Family relationships: communication, cooperation, and sharing responsibilities; balancing time alone, couple time, and family time; how things look from your spouse's point of view.

Language development: communicating with a pre-verbal child.

Looking ahead: one-child and more-than-one-child families; spacing of children; sibling rivalry; development of a child-rearing philosophy.

SERIES OUTLINE
(15-24 months)

Orientation: introduction; playcare plans for the children; parents' interests.

Other classes.

Your child's temperament.

Toddlers' emotions: what to expect; separation—when does a child begin to just miss a parent rather than feel abandoned?; how long can you stay away from a toddler?; "cocklebur syndrome"—how much to indulge your toddler's need to be with you; screaming, crying, whining, anger outbursts; hitting and pinching adults; nursing relationship—when to end it; changes, such as, moving and illness, that cause stress in families; finding adequate child care and feeling good about it.

Limit setting: what to expect; techniques—how to get your toddler to understand what he cannot do; consistency; husband and wife differences in setting limits; setting limits in public places; specific limit-setting issues such as sleep, throwing food on floor.

Meeting your needs as a person, wife, and parent: going forward, not backward; time management; the working mother and guilt; husband-wife relationships.

Play and learning: television—how much, when, what to watch; how to help a toddler play without you; how to include your toddler in your activities; how toddlers learn through play.

Language.

Social development: social styles of children; how to handle conflicts between children; ways to meet other families with toddlers.

Play groups, community resources.

Toilet training: how to determine when your child is ready.

Spacing between children, one-child families, integrating a second child into your home.

SERIES OUTLINE—A Second Example
(15-24 months)

Orientation: introduction; playcare plans for the children; parents' interests.

Other classes.

Your child's temperament: studying your child's style; accepting and living with your child's uniqueness.

Toddler's emotions: what to expect; how to handle temper tantrums; separation for the child and the parents . . . methods and feelings; being more separate when you are together; how to foster independence; when to pick up your child; awareness of our own emotions in parenting and how to deal with them on good and bad days; dealing with illness; getting quality time for the marriage, children, ourselves, and the family unit.

Setting limits: what to expect; developing a limit setting philosophy; how to know if you are too controlling or too gentle; how to set limits for a child while encouraging good self-esteem; good limit setting techniques; husband and wife differences in limit setting; specific limit setting issues: sleep issues, feeding issues; problem solving techniques.

Nutrition: vitamins and health; sweets; poor eaters; how to present new foods.

First-aid: emergencies.

Parents: encouraging your growth as a person, wife, and mother; husband-wife relationship changes and growth since children; roles in the marriage as father, husband, provider, and mother, wife, and provider—how we feel about our roles—what do we like and what do we want to change.

Socializing: what to expect; sharing; the aggressive child and how to work with him; how involved should the parent be in children's play; toy disputes; hitting other children.

Toilet Training: how to know if your child is ready to train; methods of toilet training.

Language: what to expect; how to encourage language development in a toddler.

Nursery Schools: what to look for in a nursery school; types of nursery schools.

Play and Learning: when to teach; how to teach; should you teach?

Spacing: "do I want an only child?"; "Do I really want a second child?"; spacing; how to handle the arrival of a new child.

SERIES OUTLINE
(2-3 years)

Orientation: introduction; playcare plans for the children; parents' interests.

Other classes.

How two-year-olds think.

"The difficult two's": what is going on inside your child and how to deal with this stage; "spoiling" a child; setting limits; encouraging cooperation; handling intense feelings—yours, your spouse's, and your child's; handling other people's attitudes about your child rearing.

Expectations: how much your child can be in charge of, how much you should be in charge of (eating and nutrition, bottles, dressing, etc.).

Fears, dreams, sleeping.

Skills: language, cognitive, motor.

Socializing among children: aggression and timidity.

Play and learning.

Continuing your growth: dealing with guilt; husband-wife relationships; your spouse as a parent.

New babies, sibling relationships, one-child families.

Nursery school programs, play groups, resources for young children.

Toilet training.

Differences among children and among parents (this topic is actually discussed *throughout* this series).

D

SAMPLE CLASS FORMS

Class Session Outline

2- 3-YEAR-OLD CLASS, 4TH SESSION

Schedule	*Notes*
(10:25) Help children get settled in "play-care" room.	Help Sara and Todd and their mothers in their separation.
(10:30) Go with parents to observation room.	
(10:30 - 11:00) Observation.	Individual differences 1. Observe quietly. 2. Have each parent observe their child and one other child on one major area of individual differences. 3. Then focus on - Amy, Craig, Ben, Ryan. 4. General discussion of what we've seen among different children.
(Go to meeting room with parents)	
(11 - 12:00) Topic: limit setting (finish).	Continue with next subtopic left over from last week. Work toward a summary of limit-setting techniques.
(12 - 12:45) Topic: fears, dreams, nightmares (begin)—use attached introductory lecture notes.*	Handouts.
(12:45) Discuss and hand out homework for next week.	Socializing. Make sure all of last week's homeworks have been collected.

---

*No introductory notes are attached to this sample but they could be found in Part V:3—Sleep, Fears, and Nightmares.

Homework Assignment

SOCIALIZING AMONG CHILDREN

(2-3 years)

1. How often is your child with other children? (Please mention whether he gets together regularly with any children and how old they are.)
2. What is your child like when he is with other children around his age (i.e., how does he behave toward other children)? Distinguish among the different reactions your child may have to different kinds of children.
3. Give an example of a conflict situation between your child and another child and also describe what *you* did. (Are there other things you sometimes do when your child is in conflict with another child?
4. What kinds of questions do you have about your child's relationships with other children?

E

SAMPLE PARENT GUIDE

PROBLEM-SOLVING GUIDE

(older babies-3 years)

This is a guide to help you focus on any conflicts you are having with your child.

1. What is one of the repeated problems that you are experiencing with your child? *Describe it in detail.*

2. How do you think he should behave in this situation? Is this realistic for his stage of development and temperament?

3. What problem-solving techniques are you using now and how are they working to stop the behavior?

	Technique	*Child's response*
(a)		

PARENTMAKING: A Practical Handbook for Teaching Parent Classes About Babies and Toddlers by B. Annye Rothenberg, Ph.D., Sandra L. Hitchcock, Mary Lou S. Harrison, and Melinda S. Graham. Copyright © 1981 by The Banster Press, P.O. Box 7326, Menlo Park, CA 94025.

(b)

(c)

(d)

4. Do days go by when you do not have this conflict? Can you explain why?

5. Is there a particular circumstance that always leads up to this behavior? For example:
a. Does this problem occur at any specific time of day?

b. Where does it occur?

c. Does it happen when your child seems particularly tired, sick, irritable, demanding, etc.?

d. What people are usually involved? (Does the same problem occur if different people are involved?)

e. Does this happen when you've been *particularly* abrupt, busy, inconsistent, daydreaming, etc.?

f. What is usually going on just before this behavior occurs?

PARENTMAKING: A Practical Handbook for Teaching Parent Classes About Babies and Toddlers by B. Annye Rothenberg, Ph.D., Sandra L. Hitchcock, Mary Lou S. Harrison, and Melinda S. Graham. Copyright © 1981 by The Banster Press, P.O. Box 7326, Menlo Park, CA 94025.

6. What is the mood of your child, family, and self before this behavior occurs? When the behavior occurs? After the behavior occurs?

7. At the present time, what is your overall feeling about your child? Are you feeling good about him or uncomfortable?

After thinking about your answers to the previous questions:

a. Describe anything that you think might be fostering your child's inappropriate behavior.

b. List any changes you might like to try in handling the conflict, and describe why you think they might work.

PARENTMAKING: A Practical Handbook for Teaching Parent Classes About Babies and Toddlers by B. Annye Rothenberg, Ph.D., Sandra L. Hitchcock, Mary Lou S. Harrison, and Melinda S. Graham. Copyright © 1981 by The Banster Press, P.O. Box 7326, Menlo Park, CA 94025.

F

SAMPLE PLAYCARE FORMS

Guidelines for Parents about Playcare

*(15-24 months)**

Following are several procedures we found to be helpful for making things a little easier for you and your child.

1. Arrive a few minutes before your class begins so you can settle your child without rushing and still be in class on time.
2. At the orientation, each child will be assigned to a *special playcarer*. There will be a list on the door to tell you his or her name. He or she will also be wearing a name tag. (Any changes in playcarers will be posted on the door.)
3. When you arrive in the playcare room, give your child's playcarer any items your child may need—a diaper, coat, or sweater or whatever is necessary. *Please write your child's name in bold letters on your diaper bag. Also give the playcarer any special instructions*—written or verbal.
4. You do not need to bring food for your child—it will be provided at snack time. The children will be asked to eat at a table for two reasons: (a) to have them together as a group; and (b) to keep "spills" to a defined area. In nice weather the children will have snack outside.
5. After meeting the playcarer, you may want to sit with your child a few minutes and then tell him you are leaving to go to a class. Some ways of parting that might be better than saying good-bye (your child does not know you are coming back—he only knows that you are leaving him) are: "See you in a while," "I'm going to class," or "I'll be back after my class."

   Be *confident*!! If you sound assured and look assured, we think you'll both feel better.
6. Please try to leave the playcare room before the time class begins.
7. We have found that if parents are late and keep entering the playroom, the children are disrupted. At class time the door to the playcare room will be closed and one of the playcarers will remain in the yard to bring in any late children. This may be hard for your child, but if you take him into the room, it will probably upset all the children.
8. If your child is having a very hard time adjusting to the playcare room, the playcarer will bring him to you. If he has a hard time each week, he can start the parents' class with you, then go with a playcarer later when all the other children are comfortable in the playcare room. If your child is very tired or asleep, you may bring him to the parents' class and take him later to the playcare room.

---

*Guidelines for parents of other age groups will vary according to the stage of the children's development.

Objectives for Students

The following are the overall objectives of the students' program:

1. To learn about normal young children's behavior and development and its variability.
2. To learn, by hearing and reading information about family life on a day-to-day basis, about the reality of the impact of parents on young children and the impact of young children on the parents.
3. To learn how to function with other students as a team in meeting the goal of providing a good group experience for children.
4. To learn how to observe and report on selected aspects of child development and behavior, such as emotional development, language, play, and social skills.
5. To learn to talk with parents about their children in an objective and ego-supportive manner.
6. To learn how to observe and interpret parent-child interaction.

Information for Playcarers*

Attitude

You will be considered a professional in this situation. When a parent is present in the room, please do not discuss any child or parent. Your job is to help every toddler and parent feel comfortable in this program. They all need warmth and understanding.

Physical environment

- Collect the following items from the office:
  - Juice
  - Drinking glasses
  - Cheerios
  - Record player and records
  - Wet Wipes
  - Clean cover for the changing table
- Remove those toys that are not applicable to the age group, turn the dollhouses around, put away those toys with many manipulative parts.
- See that the room environment is appealing—put out those toys children of this age enjoy (pull-toys, push-toys, puppets, and anything else you have observed them using). Do not leave all the toys stacked on the shelves.
- Be prepared to introduce new objects to the play room as the session goes on. It is not necessary to have all the toys out as soon as the children enter the room.

Parents' and toddlers' arrival

- Greet each parent and child with a smile and show that you are confident in this setting.
- As you get to know the parents and their children, try to call each of them by name. This is very important.
- Each week you will be assigned two toddlers, most likely the same ones each time. Each week those parents whose children are assigned to you will describe the needs of their toddlers. If you feel you cannot remember everything, write it down. A parent's concern may not always sound valid to you, but it is to her.
- Help your toddlers to get interested in the activities about the room. Encourage the parents to leave, but avoid saying "good-bye"; try "See you later" instead.
- When a toddler is upset about separating, try to comfort him and interest him in another activity. Weather permitting, taking the toddler outside immediately after his parent leaves helps him to get over the tearful farewell.
- Turning on the record player will often help an upset toddler to calm down and feel better.

Toddler care

- It is not necessary for you to follow your assigned children about the room. It is better to take a zone approach, with some playcarers staying in the main room and someone outside at all times if the door is open. It is important to watch all the children all the time. Keep your eyes moving. The trick is to give one toddler attention, and yet know what the others are doing at the same time. This takes practice!
- In working with the children, gentleness, calmness, and firmness are words to keep in mind.

---

*These instructions are for the care of 15- 24-month-olds and would need to be modified for use with other age groups.

Observe the children to determine what each individual needs when upset. Some need a hug or holding while some need a moment to "pull together" alone.

- When disagreements between children arise over a toy, substitution of a toy can be a successful technique. If you are aware that a "push-pull" match is about to begin, it would be helpful to interest the children in something else before they become very upset.
- When a child has inappropriate behavior, use a positive approach. Let him know what you want him to do. Don't dwell on the wrong.
- When children are making inappropriate use of materials in the room (e.g., throwing heavy things), you can show them how to use the particular toy, find an appropriate toy for them to bang or throw in an appropriate place, or try to redirect their interests.
- Disputes over toys are often settled by the toddlers themselves. If this does not occur, allow the first child to keep the toy and help the other(s) get busy with something else.
- Some toys should not be used outside, either because they are easily lost or because they can be ruined by sand or moisture. Some "outside" toys should not be brought in because they usually are sandy. Help the children to distinguish between "inside" and "outside" toys.
- Pick up and put away toys not in use. Though this is an unending process, it's not only safer but also renews the toddlers' interest in toys discarded earlier.
- Keeping books on a high shelf helps make them "special." Reading to the toddlers for short periods gives them a chance to have a little quiet time.
- When several children are using the slide, encourage everyone in the group to climb the ladder, not the slide, before they slide down.
- Seat the toddlers at the table for juice and Cheerios. This is not only easier for you but the children enjoy the structure. Cheerios come in handy toward the end of the class for some tired toddlers.
- Please be aware of the children's diapers. It works well to check and change all the children a half-hour before the session ends.
- Deal with the children at eye level—sit or squat to play, to demonstrate, or to comfort.
- Hugging, touching, cuddling, and holding the children gives them a sense of love, warmth, and security. Tender loving care works wonders.

Daily schedule

9:15-9:30 Parents arrive with children.

9:30-10:30 Allow the children to have free time. This would include children playing or observing. Remove any toys that children are not using.

10:30-10:45 Snack time, consisting of juice and Cheerios. The period will go more easily if one of you prepares the snack ahead and places it on the table before the children sit down. The children should stay at the table with the snack to prevent a sticky, dirty room. *In good weather, eat outside.*

10:45-11:15 Allow the children more free time and also provide some activities in which the children can participate if they desire. These could be:

- music activities—"Ring Around the Rosie," playing an instrument with a record, listening to a record, dancing or clapping to music, listening to a guitar
- reading a story to those few who might be interested
- rolling balls with children
- sliding
- using the ramp

11:15-11:30 Allow the children to continue their free time. *Check the diapers of each child and be sure each child's things are ready for the trip home.*

11:30 Parents pick up their children.

Parents' and toddlers' reunion and departure

- Many toddlers may cry or act up when their parent returns. This is normal.
- Try to give each parent a very objective report of what her toddler has done. It is best to begin with the positive points, such as one of his favorite activities for the day or the story you read to him. If he was upset at any time, let the parent know. You might tell her how you handled the child, for example, "He spent a long time going up and down the slide. He cried a few minutes after you left but I got him interested in the music box and he relaxed."
- If a parent tries to get you to make value judg-

ments about her child, at any time, refer her to me.
- We need to be out of the playcare room by 11:40.

Series Curriculum for Playcarers*

A Ten Session Outline

1. Orientation: emphasis on how the playcare is managed, questions students have about the experience, and talking about how to help parents feel comfortable.
2. Students will care for the children and make accurate observations. Special attention will be given to parent and toddler needs. Students will take into consideration their own style in working with the children. Are they comfortable with this style?
3. Emotional development of the children and their parents will be the focus. The kinds of things that should be expected in toddlers' emotional development and the types of emotions parents experience will be discussed. A written observation will be completed describing how parents separate from their children and return to their children.
4. This session will focus on how each child, and his family, is unique. The students will complete an observation about one or two children and compare it to one the parents have completed.
5. The students will discuss how the young child plays and learns. Special attention will be placed on what skills toddlers develop as they play as well as on styles of play. Each student will observe a portion of the room and how it is used by different children.
6. Language development of the toddler will be discussed. Each toddler's receptive language will be the focus for the observation.
7. The topic will be what to expect from toddlers in their social skills, including what parents expect and what actually occurs. The students will observe how different children make their needs known in this setting.
8. Students will discuss in detail each child in the group, considering his individual temperament, activity level, interests, emotional development, how he makes his needs known, social development, physical skills, fine- and gross-motor coordination, and any general comments that seem important.
9. A continuation of 8.
10. Students will evaluate their experience.

Possible Observations for Playcarers

Some of the student observations that have been useful in the one- to three-year-old classes are described in this next section. Students should have an opportunity to see and discuss the assignment before being with the children. The students can then take turns leaving the playcare room to fill out their observation forms—ideally, observing the children through a one-way window. If it is not feasible for the students to leave during the care of the children, the observations can be completed after the children have gone.

Student assignments for the observation of younger or older children can be adapted from the following suggestions. Additional observations for students can be adapted from the homework assignments for parents that have been developed for each age group and topic. (See the "Homework" section in each topic in Parts II-VI.)

Parent-child separation. Assign early (see the form on p. 444).

Making children comfortable. Assign in the first weeks. This observation shows what students have learned about how to make the children feel comfortable (e.g., structured activities, cuddling, a particular toy, being outside, etc.).

Description of child. This observation asks students to think of their two assigned children and then write down descriptions of them in all the ways they can think of—physical, behavior, language, emotions, interests. This observation should be assigned early on and the students may wish to share some of their observations during discussion.

---

*This example of a curriculum would be useful for students working with one to three year olds. Modification would be needed for use with other age groups.

How does the child make you feel? This observation asks students to write about how being around each of their assigned children makes them feel. It's a chance to understand about different "chemistries" and not feel guilty about not enjoying or even disliking certain children.

Students' goals for child. This assignment should be scheduled about one-third of the way through the series. At that point students will have some basic understanding of their assigned children and the rest of the children. You and the students as a whole may wish to brainstorm goals.

Language observation. This observation should be scheduled around mid-series (see the form on p. 445). By then students will be more involved in the children's language.

Children's thinking. Use this observation after the language observation (see the form on p. 446). The assignment helps students to see things from the children's point of view.

Individual differences. This observation should be used toward the end of the series (see the form on p. 447). It provides a good opportunity to contrast children on the basis of their temperaments.

What you'd like the parent to know. After their observation of individual differences, students may have some useful input that you'd like to give the parents.

STUDENT OBSERVATION ON PARENT-CHILD SEPARATION

(1–3 years)

Today let's observe how children and parents separate and reunite. Choose one family to observe.

1. Observe the family. Note what the parent and child do before parting.

2. How does the parent separate? What does she say? What does her body say?

3. What does the child do as his parent leaves?

4. What does the child do when his parent returns?

5. How does his parent respond to him?

Student's name ________________ Date ________ Child's name and age ________________

PARENTMAKING: A Practical Handbook for Teaching Parent Classes About Babies and Toddlers by B. Annye Rothenberg, Ph.D., Sandra L. Hitchcock, Mary Lou S. Harrison, and Melinda S. Graham. Copyright © 1981 by The Banster Press, P.O. Box 7326, Menlo Park, CA 94025.

STUDENT OBSERVATION ON LANGUAGE DEVELOPMENT

(1–3 years)

1. *Listen* to the children. Comment on any language or lack of language among the children.

2. *Receptive language.* As you're working with your assigned children, try to find out how much they understand. Note how they respond to what you say.

3. *Expressive language.* Talk with and listen to your assigned children. What do you think about their vocabulary development?

Student's name ____________________ Date ________ Children's names ____________________

PARENTMAKING: A Practical Handbook for Teaching Parent Classes About Babies and Toddlers by B. Annye Rothenberg, Ph.D., Sandra L. Hitchcock, Mary Lou S. Harrison, and Melinda S. Graham. Copyright © 1981 by The Banster Press, P.O. Box 7326, Menlo Park, CA 94025.

STUDENT OBSERVATION ON CHILDREN'S THINKING

(2-3 years)

1. What are the children thinking and talking about today? (Let's see if we can begin to get some feeling about what's on their minds—how they see the world.)

______________________________ Your child's name

______________________________ Your other child's name

____________________ Choose any other child in the group, if time allows

Student's name ______________________________ Date ________

PARENTMAKING: A Practical Handbook for Teaching Parent Classes About Babies and Toddlers by B. Annye Rothenberg, Ph.D., Sandra L. Hitchcock, Mary Lou S. Harrison, and Melinda S. Graham. Copyright © 1981 by The Banster Press, P.O. Box 7326, Menlo Park, CA 94025.

STUDENT OBSERVATION ON INDIVIDUAL DIFFERENCES

(1–3 years)

This week, please look at one of your two children in terms of his "individual style." It is this individuality that makes him very special. The following questions may give you more insight into his individuality.

Specific temperament styles

1. How active is the child? (Does he often run, jump, love to climb, bounce, or is he more interested in sitting and looking at books, puzzles, etc.?)

2. Is he enthusiastic for new experiences or is he more on the hesitant side? (With a new setting, will he jump in or stand back? Does he join the group or play alone?)

3. What is his mood most of the time? (Does he tend to be generally light-hearted or serious about many things?)

4. How well does he concentrate? (In his usual play style, does he play for a long time or does any new stimulus get him going in another direction?)

5. Is this child persistent or not persistent? (Does he try to master a toy and try and try until successful or frustrated, or does he try and if he can't be successful, put it away for something else?)

PARENTMAKING: A Practical Handbook for Teaching Parent Classes About Babies and Toddlers by B. Annye Rothenberg, Ph.D., Sandra L. Hitchcock, Mary Lou S. Harrison, and Melinda S. Graham. Copyright © 1981 by The Banster Press, P.O. Box 7326, Menlo Park, CA 94025.

STUDENT OBSERVATION ON INDIVIDUAL DIFFERENCES (continued)

More general differences

1. What are some things about this child's behavior or skills that make him easier to handle than other children seem to be?

2. Can you think of some things that make him somewhat more difficult to handle than other children seem to be?

Student's name ______________________ Date _________ Child's name ______________________

PARENTMAKING: A Practical Handbook for Teaching Parent Classes About Babies and Toddlers by B. Annye Rothenberg, Ph.D., Sandra L. Hitchcock, Mary Lou S. Harrison, and Melinda S. Graham. Copyright © 1981 by The Banster Press, P.O. Box 7326, Menlo Park, CA 94025.

EVALUATING PLAYCARERS

Learning Outstanding	Learning Satisfactory	Needs More Work	
			OBSERVATIONS
____	____	____	1. Learned how to observe and record descriptions of children and/or parent-child behavior and development.
			CHILD DEVELOPMENT AND BEHAVIOR
____	____	____	1. Increased knowledge about the norms of child development and behavior as well as the variability.
			CARE OF CHILDREN
____	____	____	1. Increased ability to ascertain children's needs in this group setting.
____	____	____	2. Established and maintained a good play and learning environment for the children.
____	____	____	3. Helped develop and implement an age-appropriate curriculum (e.g., nature of projects, records, toys, etc.).
____	____	____	4. Became aware of own child-care style and areas that need attention.
			PARENT-STUDENT RELATIONSHIP
____	____	____	1. Was able to relate to parents as instructed.
____	____	____	2. Was able to help the parent be comfortable with the playcarer.
____	____	____	3. Was able to help parent and child separate, if help was necessary.
____	____	____	4. Was able to review the child's "playcare" experience with the parent in a supportive, honest, but non-judgmental manner.

PARENTMAKING: A Practical Handbook for Teaching Parent Classes About Babies and Toddlers by B. Annye Rothenberg, Ph.D., Sandra L. Hitchcock, Mary Lou S. Harrison, and Melinda S. Graham. Copyright © 1981 by The Banster Press, P.O. Box 7326, Menlo Park, CA 94025.

EVALUATING PLAYCARERS (continued)

Learning Outstanding	Learning Satisfactory	Needs More Work	
			UNDERSTANDING OF PARENT-CHILD RELATIONSHIPS
____	____	____	1. Broadened interpretations of parent-child interactions.
____	____	____	2. Increased understanding of the impact of parents on young children and vice-versa, particularly as it is described within the home setting.
____	____	____	3. Used this understanding in own interpretations and ideas about guidance of parent-child relationships.
			SEMINAR PARTICIPATION
____	____	____	1. Learned how to share actively as a member of a team in a group learning experience.

PARENTMAKING: A Practical Handbook for Teaching Parent Classes About Babies and Toddlers by B. Annye Rothenberg, Ph.D., Sandra L. Hitchcock, Mary Lou S. Harrison, and Melinda S. Graham. Copyright © 1981 by The Banster Press, P.O. Box 7326, Menlo Park, CA 94025.

Parents' Observations of Playcare*

During the weekly playcare observations, we have learned that parents are fascinated by watching their children play. They do not want to fill out observation forms as they observe but prefer to simply look at the children most of the time. The following observation suggestions help parents learn more about their child in relation to other children and about themselves as parents, but they allow parents to learn through watching, thinking and listening rather than through written assignments. The procedures for making each observation are described in detail.

Initial observation

- Watch for a while and have parents identify their child for the group.
- Tell the group what can be observed—activity level, play interests, etc.
- Ask parents, "When you know you're going to have a chance to watch your child, what's your own personal question about him or her?" Give parents examples, for instance, "Does he seem comfortable without me?"

Separation

- Watch as a group immediately after parents leave children in the playroom.
- Have parents notice what their child is doing to adjust to their separation.
- Have parents talk in pairs to discuss their children's history of separation (what has each child used to adjust in the past and now; what are the critical factors in how he adjusts). Observe each other's child briefly.
- Have the whole group discuss what has been discovered. Summarize as a group the main critical factors involved in successful vs. "less than successful" separations.

Feelings about your child vs. others

- Watch for a while as a group.
- Have parents observe and talk in pairs. Ask each parent to watch for a few minutes any child in the group that is not her own, keeping track of how they feel when they watch the child. Then have them watch their own child and keep track of those same feelings. You might talk about how *you* would feel during those two observations if one included your own child.
- Ask parents to focus just on their feelings and any differences they felt when they watched the two children. Have them describe their feelings to their partner.
- Summarize for the whole group what some of the different feelings are.

Free time

- Let parents observe and then comment on or ask about anything that occurs to them. (This can also be a good time for parents to have a chance to chat in an unstructured way.)

Individual differences

Ask any of the following questions:

- What characteristics does your child have that make him easier to handle? What characteristics does your child have that make him more difficult to handle?
- What things about your child describe you as well? What things describe your spouse?
- What about your style makes it easier for you to handle your child? What about your style makes it harder for you to handle your child? (Parents are usually quite interested in learning about their temperaments in relation to their child and in learning what other families experience in raising children of different temperaments.)

Nursery school atmosphere

This observation goes well at the end of a series, dovetailing with the discussion of nursery schools. Its intent is to enable parents to see what they like and can learn about from the playcare experience. Have parents talk about the pros and cons of the playcare situation, especially in relation to future nursery school or day care situations for their individual child.

---

*Most of these observations can be used with parents of older babies to three year olds.

Observing other children

- Watch for a while as a group.
- Have parents watch another child and note his or her attention span and play interests.
- Have parents watch their own child for the same things.
- Ask parents to share with the group what they noticed.

Difficult emotions

- Ask parents to think of some of their child's difficult emotions (whining, fussiness, anger) and begin a discussion on handling these. Ask parents to observe what causes their child to change his response to a more negative or more positive level (adult contact, a new toy, etc.).

NOTE: The key to developing good observations for parents is if the instructor can remember back to what she would have liked to talk about when *her* child was that age.

G

SAMPLE EVALUATION FORM

SERIES EVALUATION

1. Overall, were you pleased with this series? (Place an x along the scale below.)

1	2	3	4	5
Not very pleased		Moderately pleased		Very pleased

2. What do you feel you have gained from this series?

3. What would you say was *most valuable* about the series?

PARENTMAKING: A Practical Handbook for Teaching Parent Classes About Babies and Toddlers by B. Annye Rothenberg, Ph.D., Sandra L. Hitchcock, Mary Lou S. Harrison, and Melinda S. Graham. Copyright © 1981 by The Banster Press, P.O. Box 7326, Menlo Park, CA 94025.

SERIES EVALUATION (continued)

4. What bothered you or what didn't you like about this series?

5. What would you like to change about this course that would have made it more helpful to you?

6. How did you find the baby-sitting experience for your child?

PARENTMAKING: A Practical Handbook for Teaching Parent Classes About Babies and Toddlers by B. Annye Rothenberg, Ph.D., Sandra L. Hitchcock, Mary Lou S. Harrison, and Melinda S. Graham. Copyright © 1981 by The Banster Press, P.O. Box 7326, Menlo Park, CA 94025.

Index

Adjusting to parenting, 87-100 (*see also* Baby-sitting, Needs, parental, and Temperament and individual differences)
  difficult feelings and experiences during, 88, 91-93, 94-95, 96-100
  expectations during, 92, 96-100
  needs during, 91, 92, 93, 98-100
Advertising (*see* Publicity)
Advice (*see* Counseling)
Agenda (*see* Series outline, and Instructors, weekly preparation for teaching)
Assessment (*see* Evaluation)

Baby-sitting, 363-373
  baby-sitters
    finding and evaluating, 368-369
    hints for working with, 369
    instructions for, 371-373
  parent's feelings about, 364, 367-368
  value of, for child, 364, 368
  value of, for parent, 367
Books (*see* Readings)
Brazelton, T. Berry, 54, 57, 66, 123, 316
Breast- and bottle feeding (*see also* Nutrition)
  of young babies
    allergies associated with, 65-66
    effect of, on sleep, 56
    milk, types and amounts of, 64, 70
    supplementary bottles for breast-fed babies, 67
    using a cup, 66
    weaning, 74, 161
Budget, 15

Chess, S., Thomas, A., and Birch, H. G., 122, 345-347
Child-rearing classes (*see* Parenting classes)
Child Rearing Education and Counseling Program, 4
  children's involvement in (*see* Playcare)
  class size of, 8
  class structure of, 7-8
  description of, 4
  evaluation of, 4
  goals of, 4
  length of series, 8
  other services
    child-rearing conferences, 42
    Warm-line, 41-42
  participants in, 8n
  philosophy of, 5-6
Children (*see also* specific topics throughout Parts II-VI)
  differences among (*see* Temperament and individual differences)
  involvement of, in parenting classes (*see* Playcare)
  point of view, 9 (*see also* Family Dynamics sections throughout Parts II-VI)
  of two-year-olds, 255-260
Children's Health Council
  description of, 4, 4n
Class outline (*see* Series outline, and Instructors, weekly preparation for teaching)
Cognitive-motor development
  of older babies, 164-168
    areas of learning in, 167, 168
    how they learn, 166
    meaning to baby, 165, 166
    parent's influence on, 165, 167
  of toddlers
    areas of learning in, 230-231, 234, 235-236
  of two-year-olds
    areas of learning in, 294-296
  of young babies, 77, 80, 81, 83
Costs (*see* Budget)
Counseling (*see also* Sample Concern, Family Dynamics, and Additional Information sections throughout Parts II-VI)
  by telephone, 41-42
  individual conferences for, 42
Couples' classes (*see* Husband-wife relationship)
Crying and schedules, 49-59
  changing sleep patterns affecting, 55-56, 58-59
  conflicting advice about, 50
  reasons for (crying), 54
  sleeping through the night, 57
  working with (baby's schedules), 56-57

Day care (*see* Nursery schools)
Differences, individual (*see* Temperament and individual differences)

- Discussions, leading (*see* Leadership techniques)

- Eating (*see* Nutrition)
- Emotional development (*see also* Social-emotional development, and Temperament and individual differences)
  - of toddlers, 191-200
    - handling difficult behavior during, 198-199, 200
    - parent's feelings about, 192, 199
    - parent's needs during, 198-199
    - self-esteem during, 199
    - separation difficulties during, 197-198
    - toddler's behavior during, 192, 196, 200
- Equipment
  - basic, 101-107
    - types and uses of, for babies, 103-107
  - for treating sickness, 329
  - safe-proofing, 333-335
- Evaluation
  - of Child Rearing Education and Counseling Program, 4
  - of each class, 22
  - of leadership skills, 28-29
  - of orientation class, 18-19
  - of parenting series, by parents, 40
    - sample form for, 453-454
  - of playcarers, 34
    - sample form for, 449-450

- Facilities, 11
- Family size, 348-357
  - multi-child families
    - preparing for siblings in, 358-362
    - spacing of children in, 352, 353-357
  - one-child families, 352, 353-357
  - parent's concerns about, 349, 352
- Fathers' classes (*see also* Husband-wife relationship)
  - format of, 37-39
  - further types of, 39
  - pre-class preparation for, 37
  - purpose of, 8
  - techniques of teaching, 37-39
  - typical concerns of fathers in, 38
- Fears and nightmares (*see also* Sleep, and Social-emotional development)
  - child's view of, 272
  - parent's concerns about, 272
  - parent's techniques for dealing with, 274
- First class (*see* Orientation class)
- Foods (*see* Nutrition)
- Foundation of child-rearing program (*see* Philosophy of child-rearing program

- Goals, teaching (*see* Goals to Work Toward sections throughout Parts II-VI)
- Groups, parenting
  - beginning and ending (*see* Parenting classes)
  - problems with, 29-30

- Handouts (*see* Handouts sections throughout Parts II-VI)
- Homework (*see* Homework sections throughout Parts II-VI)
- Husband-wife relationship, 93, 387-397
  - communication differences in, 396-397
  - couples' classes, for supporting, 8, 389n
    - leading of, 387-392
    - problems with, 8n, 39
  - importance of, for child, 388
  - stresses on, 388, 392, 393-395
    - handling of, 393-395

- Inquiries, parent (*see* Registration)
- Instructors (*see also* Leadership techniques)
  - ongoing emotional support for, 24
  - organizing resource information for, 22
  - pre-series preparation for teaching by
    - class content, 8-9
    - leadership techniques, 9-10
    - self-nurturing, 23-24
  - qualifications and hiring of, 11-13
    - sample ad for, 414
  - weekly preparation for teaching (developing a class outline)
    - areas to learn about (*see* Areas of Information sections throughout Parts II-VI)
    - current week's topic, 22
    - handouts, 22 (*see also* Handouts sections throughout Parts II-VI)
    - last week's topic, 21
    - next week's homework, 22 (*see also* Homework sections throughout Parts II-VI)
    - observation of children, 22
    - sample class outline, 434

- Language development
  - of older babies, 178-188
    - checking baby's hearing during, 115-116
    - growth patterns in, 110, 112-113, 114
    - parent's stimulation of, 113, 115
  - of toddlers, 238-251
    - articulation during, 242n, 246
    - growth patterns in, 242, 244
    - parent's feelings about, 239
    - parent's involvement in, 242-243, 244-246, 248
    - problems with, 243, 247-248
  - of two-year-olds, 238-251
    - articulation during, 242n, 246
    - growth patterns in, 246
    - parent's involvement in, 242-243, 248, 249-251
    - problems with, 243, 247-248
  - of young babies, 108-116
    - growth patterns in, 183, 184-186
    - parent's feelings about, 179, 180
    - parent's stimulation of, 180, 183, 184-188
- Leadership techniques (*see also* Instructors)
  - co-leading, 9, 23
  - developing a class outline, 21-22
    - sample for use in, 434
  - establishing ground rules, 25-26
  - for difficult group situations, 29-30
  - for fathers' classes, 37-39
  - for keeping discussions going, 27-28

    for leading off discussions, 26-27
    for problem solving, 27-28
        sample parent guide, 436-438
    mini-lectures, 26 (*see also* Mini-lecture and Lead-off Questions sections throughout Parts II-VI)
    practical hints (*see* Practical Suggestions or Strategies sections throughout Parts II-VI)
    self-evaluation, 28-29
    sharing labor and delivery experiences, 17
Learning, child's (*see* Play and Learning, and Thinking, child's)
Lectures (*see* Leadership techniques, mini-lectures)
Limit setting
    for older babies, 129-136
        definition of, 132, 134
        parent's concerns about safety in, 134, 135-136
        parent's feelings about, 130
        techniques for, 134-135
        understanding and viewpoints on, 130, 134, 135
    for toddlers, 201-211
        difficulties in, 207
        guidelines for, 208
        parent's expectations, 211
        parent's feelings about, 202, 207
        parent's needs during, 209-210
        techniques for, 208-209, 210, 211
        understanding and viewpoints on, 202, 208
    for two-year-olds, 261-270
        child's skills to consider during, 262
        parent's guidelines for, 267, 268, 270
        parent's problems with, 262, 268
        purpose of, 267

Marriage relationship (*see* Husband-wife relationship)
Milk (*see* Breast- and bottle feeding, and Nutrition)

Needs, parental, 376, 383, 384-386
    child's reactions to, 375, 384-386
    effects of not meeting, 375, 384-386
New babies (*see* Siblings)
Nightmares (*see* Sleep, and Fears and nightmares)
Nursery schools, 303-311
    child's reactions to, 304, 308
    evaluating, guidelines for, 307, 309-310
    first days at, guidelines for, 307-308, 311
    parent's concerns about, 304, 308
    types of, 307
Nutrition (*see also* Breast- and bottle feeding)
    of older babies, 154-163
        feeding hints for, 159, 160
        finger foods, 65, 160, 163
        foods, dangerous, 161
        growth patterns related to, 159
        meaning of food to, 155, 159, 160
        nutrients, purpose and sources of, 286-287
        parent's concerns about, 155
        parent's awareness of, 159, 160
        recommended daily meal plan, 162
        weaning, 161
    of toddlers, 212-214, 276-287
        dietary substitutes, guidelines for, 284
        eating behavior guidelines, 214
        feeding abilities, 281
        nutrients, purpose and sources of, 286-287
        parent's guidelines for handling, 283-285
        recommended daily meal plan, 282
        snack suggestions, 280, 285
    of two-year-olds, 276-287
        child's feelings about, 277
        dietary substitutes, guidelines for, 284
        feeding abilities, 281
        growth patterns, 279
        nutrients, purpose and sources of, 286-287
        parent's feelings about, 277, 280
        parent's guidelines for handling, 280, 283-285
        recommended daily meal plan, 282
        snack suggestions, 280, 285
    of young babies, 60-74
        allergies, 65-66
        changes in eating patterns, 55-56, 67, 68-69
        growth patterns related to, 64, 71
        milk, types and amounts of, 64, 70
        solids, 64-66, 71-73

Observation
    for information gathering, 8-9
    of children, by parents, 32, 38-39 (*see also* Homework)
        of older babies, toddlers, and two-year-olds, 35
        of young babies, 34-35
        techniques for, 451-452
        topics for, 35-36, 451-452
    of children, by playcarers
        topic suggestions and samples for, 442-448
    problems of, 36
Only child (*see* Family size)
Orientation class
    developing a series outline for, 19-20
        samples for, for all ages, 430-433
    format of, 17-18
    goals of, 16
    instructor's assessment of, 18-19
    instructor's preparation for, 16-17
        sample demographic information form, 430
        sample program information form, 429-430
    parent's feelings during
        about labor and delivery experience, 17
        about playcare, 17
    parent's pre-orientation forms for
        confirmation letter, 419
        current concerns, 420
        parent's interests, 421-422, 423-424, 425-426, 427-428

Parenting (*see also* Temperament and individual differences, and Husband-wife relationship)
    adjusting to, 87-100
    nurturing of self during (*see* Needs, parental)
    problems of, 3
    support for
        baby-sitting, 363-373
        books, 4, 399-407
        classes, 4

- Parenting (continued)
    - friends and relatives, 3-4
    - pediatricians, obtaining help from, 3
- Parenting classes (*see also* Child Rearing Education and Counseling Program, and specific topics throughout Parts II-VI)
    - beginning
        - developing an affiliation for, 11
        - fees for, 15
        - finding a facility for, 11
        - hiring staff for, 11-13
        - publicity for, 13-14
        - registration for, 14-15
    - children's involvement in (*see* Playcare)
    - ending
        - encouraging further group interaction, 40-41
        - evaluation of series, by parents, 40, 453-454
        - providing additional services for individuals, 41-42
    - goals of (*see* Goals to Work Toward sections throughout Parts II-VI)
    - inquiries about, handling (*see* Registration)
    - leaders of, 8-10 (*see also* Instructors)
    - orientation class, 16-19
    - reasons for, 4
    - types of, to offer, 7
- Parents (*see* Adjusting to parenting, Needs, parental, and other specific topics throughout Parts II-VI)
    - concerns of (*see also* Sample Concern of Parents sections throughout Parts II-VI)
        - adjusting to parenting, 87, 374
        - baby-sitters and returning to work, 363-364
        - cognitive-motor development, 164
        - crying and schedules, 49-50
        - equipment, 101
        - family size, 348
        - husband-wife relationship, 387
        - language development, 108, 178, 238
        - limit setting, 129-130, 201-202, 261
        - nursery schools, 303
        - nutrition and eating behavior, 60, 154-155, 212, 276-277
        - patterns and schedules, 147-148
        - play and learning, 75, 169, 225, 255, 288
        - siblings, 358-359
        - sickness and safety, 321-322
        - sleep, 271
        - social-emotional development, 117, 137-138, 191
        - socializing among children, 215, 297-298
        - temperament, 336-337
        - toilet training, 312-313
- Patterns and schedules (*see also* Temperament and individual differences)
    - older babies, 147-153
        - changes in (baby's patterns), 148
        - effect of growth on, in babies, 148
        - parent's ability to affect, 152-153
- Pediatricians, 3 (*see also* Sickness)
- Philosophy of child-rearing program, 5-6
- Play and learning (*see also* Nursery schools)
    - of older babies, 164-168, 169-177
        - skills needed in, 173, 176-177
        - parent's involvement in, 173-174, 177
        - parent's understanding of, 170
        - purpose of, 170, 173, 176
        - toys, types and uses of, 174, 176-177
    - of toddlers, 225-237
        - parent's expectations of, 226
        - parent's involvement in, 231-233, 237
        - play environments for, 234-235
        - purpose of, 226, 230, 233
        - skills needed in, 234, 236, 237
        - toys used in, guidelines for buying, 236
        - types of, 231, 235-236
    - of two-year-olds, 288-296
        - crafts, 290, 293, 296
        - how they think, 255-260
        - parent's involvement in, 249, 290, 293, 294-296
        - pre-academics, 290, 293, 294-296
        - skills needed in, 294-295
        - television viewing, guidelines for, 290
        - toys, types and uses of, 290, 293, 295-296
        - types of play, 295-296
    - of young babies, 75-86
        - concerns about development of, 81
        - growth and development in, 77, 80, 83
        - parent's involvement in, 80-81, 85
        - purpose of, 76
        - toys and stimulation in, 84-85, 86
- Playcare
    - dealing with parent's feelings about, 17
    - for older babies, toddlers, and two-year-olds, 31-32
    - for young babies, 31
    - guidelines for parents about, 439
    - parent's observations of, 451-452
    - purpose of, 8, 31
- Playcarers
    - curriculum for, 33-34
        - objectives of, 440
        - sample observations for, 442-448
        - sample outline for, 442
    - evaluation of, 34
        - sample form, 449-450
    - hiring of, 33
    - training of, 33
        - sample written instructions for, 440-442
- Preparation, instructor's
    - pre-series, 8-10, 23-24
    - weekly, 21-23
- Problem solving, 27-28, 436-438 (*see also* Sample Concern of Parents sections throughout Parts II-VI)
- Publicity, 13-14
    - community distribution, 13
        - sample flyer for, 415-416
    - newspapers and other media, 13-14
        - sample article for, 414-415
    - problems with, 13
    - professional contacts, 13
    - word-of-mouth, 14

- Readings
    - for instructors (*see also* Readings and Other Resources sections throughout Parts II-VI)
        - on language, 412
        - on nutrition, 412

    - on play, 412
    - on play groups and nursery schools, 412
    - on safety and illness, 412
    - on teaching preparation, 411-412
    - reviews and current literature, 413
  - for parents, 399-407
    - about older babies, 402-403
    - about toddlers, 404-405
    - about two-year-olds, 406-407
    - about young babies, 400-401
- Registration
  - enrollment, 15
    - post-enrollment sample forms, 419-428
    - pre-enrollment sample forms, 417-418
  - inquiries
    - handling, 14
    - sample answers to, 416-417
  - keeping records, 14
    - sample form for, 416
  - policy
    - sample statement of, 418-419
- Resources, community, 398
- Resources, teaching (*see also* Readings)
  - book clubs for parents, 413
  - magazine articles, ordering, 413
  - organizations for parenting educators, 413

- Safety, 321-335
  - choking, handling, 161
  - parent's concerns about, 134, 135-136
  - safe-proofing homes
    - areas to check, 330-331
    - equipment for, 333-335
    - poison prevention, 331-332
    - purpose of, 326, 330
- Schedules (*see* Crying and schedules, and Patterns and schedules)
- Separation anxiety (*see* Social-emotional development)
- Series outline
  - developing, 19-20
  - samples of
    - for older babies, 431
    - for toddlers, 431-432
    - for two- to three-year-olds, 432-433
    - for young babies, 430-431
- Sibling rivalry, 358-362
  - guidelines for parents about, 362
  - parent's concerns about, 359
- Siblings, 358-362
  - child's reactions to, 359, 362
  - guidelines for adjusting to, 362
  - guidelines for preparing child for, 361
  - parent's concerns about, 359
- Sickness, 321-335
  - medication during, administering, 328
  - parent's fears and feelings about, 322, 325
  - pediatricians, sharing care with, 325, 326, 327, 328
  - preventive measures for, 328
  - supplies for treatment of, 329
  - symptoms of, 323, 325, 328
  - temperature during, taking and interpreting, 325-326, 328
- Sleep
  - for older babies, 152
    - changes in patterns of, 58-59
    - through the night, 57
  - for two-year-olds, 271-275
    - child's problems with, 272, 274
    - effects of child's growth patterns on, 274
    - parent's problems with, 272
    - parent's techniques for handling problems with, 274-275
  - for young babies, 54
    - changes in patterns of, 55-56, 58-59
    - effect of breast- and bottle feeding on, 56
    - through the night, 57
- Social-emotional development (*see also* Temperament and individual differences)
  - of older babies, 137-146
    - baby's behavior during growth, 138, 140, 142-143 146
    - baby's self-esteem, 144-145
    - parent's understanding and handling of, 138, 144-145, 146
    - separation anxiety during, 142, 143-144
  - of young babies, 117-125
    - growth patterns, 120-122, 125
    - individual differences, 122
    - parent's encouragement of, 123
    - parent's self-care during, 123-124
- Socializing among children (*see also* Nursery schools)
  - toddlers, 215-224
    - growth in skills, 216, 219, 223
    - parent's expectations of, 216, 220
    - parent's feelings about, 216
    - play group experiences, 221-222
    - problems of, 220-221
    - techniques for channeling, 221, 223-224
  - two-year-olds, 297-302
    - growth in skills, 301
    - parent's expectations of, 298
    - parent's feelings about, 298
    - purpose of, 298
    - techniques for channeling, 299, 301-302
- Spacing of children (*see* Family size, Sibling rivalry, and Siblings)
- Spock, Benjamin, 57
- Staff
  - instructors (*see* Instructors)
  - playcarers (students), 32-34 (*see also* Playcarers)
  - program head, 12-13
  - secretary, 13
- Students (*see* Playcarers)

- Teachers (*see* Instructors)
- Teaching techniques (*see* Leadership techniques)
- Temperament and individual differences
  - of young babies, 122
  - of older babies-three-year-olds, 336-347
    - aspects of temperament, pros and cons of, 342-343
    - definition of, 341, 344-347
    - value of understanding, 337, 341, 342, 345
- Thinking, child's
  - two-year-olds, 255-260

Thinking, child's (continued)
    areas of interest, 259
    parent's feelings about, 256
    parent's techniques for working with, 259
    skills involved in, 256, 257, 259, 260
Toilet training, 312-317
  child's reactions to, 313
  child's readiness for, 315-316
  hints for, 316
  parent's concerns about, 313
  parent's guidelines for, 315, 316
  problems of, handling, 316-317
  process of, 315
Toys (*see* Play and learning)
Training
  of instructors, 11-12
  of playcarers, 33

Work, returning to (*see also* Baby-sitting)
  making the decision, 369-370
  parent's feelings concerning
    not working, 370
    working, 370

About the Authors

B. Annye Rothenberg, Ph.D. (Cornell University), founded the Child Rearing Education and Counseling Program at the Children's Health Council (CHC) in Palo Alto, California, and has been its director since the program's inception in 1973; she has also been the instructor of the "Learning More About Two-Year-Olds" series in the program. She is a developmental and clinical psychologist with an extensive background in the cognitive development, coping skills, and social sensitivity of young children. Her articles on these subjects have been published in various psychology journals. Dr. Rothenberg lives in Portola Valley, California, with her husband Steve and son Bret.

Sandra L. Hitchcock, M.A. (University of Washington), was a parent educator at CHC from 1975 to 1980, teaching the "Learning More About Toddlers" class. Her background is in early childhood education. She lives in Palo Alto, California, with her husband Art, son Peter, and daughter Nicole.

Mary Lou S. Harrison, M.Ed. (University of Rochester), an experienced high school teacher and counselor, was a parent educator at CHC from 1975 to 1979, primarily leading the "Learning More About Young Babies" series. She lives in Los Altos, California, with her husband Doug, daughter Daryl, and son Craig.

Melinda S. Graham, M.Ed. (Kent State University), previously a counselor and a parent educator at CHC from 1975 to 1978, now lives in Renton, Washington, with her daughters Erin and Meredith. During her association with the Child Rearing Program, she was the instructor of the "Learning More About Older Babies" classes.

Dr. Rothenberg and colleague, Jane Bryan-Jones, of the Child Rearing Education and Counseling Program have recently developed a new professional education program to train instructors of early parenting classes. They and their other associates continue to offer their child rearing classes and services for parents at the Children's Health Council.

A NOTE TO PARENTING INSTRUCTORS: We hope this handbook has provided you with some very useful help in your learning about teaching parenting classes. We would welcome your comments, suggestions, and additions.

B. Annye Rothenberg, c/o The Banster Press, P.O. Box 7326, Menlo Park, Ca. 94025.

ABOUT THE BOOK

Changes in today's society have increased parents' needs for guidance in child rearing and family growth. New parents are seeking to be educated about their child's practical, day-to-day development and behavior, as well as to learn more about themselves as they adjust to being parents.

In response to these needs, parenting groups and classes have sprung up throughout the country. Most have the same goals—to provide emotional support and childrearing information to parents—but they differ greatly in content and approach. Since most instructors do not have readily-available avenues through which they can learn to be parent educators and do not have the time for a thorough investigation of all important topic areas, there is a need for a practical, comprehensive, and trustworthy source of parenting education information.

This Handbook sets forth an experienced approach for teaching new parent classes. It is based on the first-hand work of the authors in developing and running a parenting program for ten years that has provided education and emotional support to more than 1000 families with newborn to preschool age children. This Handbook covers the development and organization of parenting classes and provides an extensive curriculum for classes for parents of young babies, older babies, one-year-olds, and two-year-olds. All topics of interest within each age group, such as crying and schedules, play and learning, limit setting, and the like, are presented in detailed background and teaching sections for the instructor and ready-to-use homework and handouts for parents.

Parentmaking is a comprehensive manual that presents its readers with much of the material needed to prepare and teach well-rounded, in-depth, and satisfying classes to parents of babies and toddlers. This Handbook can also be of use to pediatricians, childbirth educators, pediatric and public health nurses, day care providers, parental stress hotline volunteers, and mental health clinicians; in short, it is for anyone who works with parents wanting guidance in raising their babies and toddlers. Much of the information included would be of direct value to parents themselves.

Annye Rothenberg and Bret

Photo by Robin Toews

Sandra Hitchcock with Peter and Nicole

Photo by Robin Toews

Photo by Robin Toews

Mary Lou Harrison with Daryl and Craig

Photo by Janelle Jacobs

Melinda Graham with Meredith and Erin

ISBN 0-9604620-0-7